

Bryan College of Health Sciences
2025-2026
Undergraduate Catalog



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Academic Calendar

2025-26 Academic Calendar

Fall Semester	Academic Dates
August 21-22, 2025	New Student Orientation
August 25, 2025	First day of classes - Full semester courses & Accelerated BSN Block 1 courses
August 29, 2025	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 2 Courses
August 31, 2025	Final day for 100% tuition refund - Full semester courses and Accelerated BSN Block 1 Courses
September 1, 2025	NO CLASSES - Labor Day
Week of September 5, 2025	Tuition Statements available on Student Portal
September 7, 2025	Final day for 75% tuition refund - Full semester courses
September 14, 2025	Final day for 50% tuition refund - Accelerated BSN Block 1 Courses
September 26, 2025	Tuition Due
October 3, 2025	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
October 13-14, 2025	NO CLASSES - Fall break
October 13-17, 2025	Midterms
October 17, 2025	End of Midterm/Accelerated BSN Block 1
October 20, 2025	Start of Accelerated BSN Block 2
October 24, 2025	Last day to drop/add Accelerated Block 2 Courses
October 26, 2025	Final day for 100% tuition refund - Accelerated Block 2 Courses
October 27, 2025	Priority Registration begins for Spring 2026
November 2, 2025	Final day for 50% tuition refund - Accelerated BSN Block 2 Courses
November 3, 2025	Open Registration begins for Spring 2026
November 9, 2025	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
November 14, 2025	Last day to apply for May graduation
November 14, 2025	Last day to Withdraw and receive a grade of "W" - Full semester courses
November 26-30, 2025	NO CLASSES – Thanksgiving Holiday
November 28, 2025	Final day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 courses
December 15-19, 2025	Finals Week
December 19, 2025	Final day of semester/Accelerated BSN Block 2 Courses
December 19, 2025	Fall graduation

Spring Semester Academic Dates

January 8-9, 2026	New student orientation
January 12, 2026	First day of classes - Full semester courses & Accelerated BSN Block 1 Courses
January 16, 2026	Last day to drop/add classes
January 18, 2026	Final day for 100% tuition refund - Full semester courses/Accelerated BSN Block 1 Courses
January 19, 2026	NO CLASSES - Martin Luther King Day
January 23, 2026	Tuition Statements available on Student Portal
January 25, 2026	Final day for 75% tuition refund - Full semester Courses
January 25, 2026	Final day for 50% tuition refund - Accelerated BSN Block 1 Courses
February 1, 2026	Final day for 50% tuition refund - Full semester Courses
February 1, 2026	Final day for 25% tuition refund - Accelerated BSN Block 1 Courses
February 13, 2026	Tuition due
February 15, 2026	Last day to apply for August graduation
February 20, 2026	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
March 2-6, 2026	NO CLASSES - Spring Break
March 9-13, 2026	Midterms
March 13, 2026	End of Accelerated BSN Block 1 Courses
March 16, 2026	Start of Accelerated BSN Block 2 Courses
March 20, 2026	Last day to drop/add Accelerated Block 2 Courses
March 22, 2026	Final day for 100% tuition refund - Accelerated Block 2 Courses
March 29, 2026	Final day for 50% tuition refund - Accelerated Block 2 Courses
March 30, 2026	Priority Registration begins for Summer 26 and Fall 26
April 3, 2026	Last day to Withdraw and receive a grade of "W" Full semester Courses
April 5, 2026	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
April 6, 2026	Open Registration begins for Summer 26 and Fall 26
April 15, 2026	Last day to apply for December 2026 Graduation
April 24, 2026	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 Courses
May 4-8, 2026	Finals Week

Spring Semester Academic Dates

May 8, 2026	Final day of semester
May 8, 2026	Spring graduation

Summer Semester Academic Dates

May 11, 2026	FIRST DAY OF SUMMER SESSION (13 Week Session, 1st 8 week session, 5 week session)
May 15, 2026	Last day to add/drop a 13 week, 1st 8 week, or 5 week summer course
May 17, 2026	Final Day for 100% Refund (13 Week Session)
May 17, 2026	Final Day for 100% Refund (1st 8 Week Session)
May 17, 2026	Final Day for 100% Refund (5 Week Session)
May 18, 2026	Start of 10 Week Session
May 22, 2026	Tuition Statement available on Student Portal
May 22, 2026	Last day to add/drop a 10 week session course
May 24, 2026	Final Day for 100% Refund (10 Week Session)
May 24, 2026	Final Day for 75% Refund (13 Week Session)
May 24, 2026	Final Day for 50% Refund (1st 8 Week Session)
May 29, 2026	Tuition Due
May 25, 2026	NO CLASSES - Memorial Day
May 31, 2026	Final Day for 50% Refund (10 Week Session)
May 31, 2026	Final Day for 50% Refund (13 Week Session)
May 31, 2026	Final Day for 25% Refund (1st 8 Week Session)
June 4, 2026	Last day to Withdraw with a "W" - (5 week session)
June 7, 2026	Final Day for 25% Refund (10 Week Session)
June 8, 2026	Start of 2nd 8 week session
June 12, 2026	End of 5 week session
June 12, 2026	Last day to add/drop a 2nd 8 week session course
June 14, 2026	Final Day for 100% Refund (2nd 8 Week Session)
June 19, 2026	Last day to Withdraw with a "W" - (1st 8 Week Session)
June 21, 2026	Final Day for 50% Refund (2nd 8 Week Session)
June 28, 2026	Final Day for 25% Refund (2nd 8 Week Session)
July 3, 2026	End of 1st 8 week session
July 3, 2026	Independence Day Break
July 8, 2026	Last day to Withdraw with a "W" - (10 Week Session)
July 16, 2026	Last day to Withdraw with a "W" - (13 Week Session)
July 17, 2026	Last day to Withdraw with a "W" - (2nd 8 Week Session)
July 24, 2026	End of 10 Week Session
July 31, 2026	End of 2nd 8 week session
August 7, 2026	LAST DAY OF SUMMER SESSION (End 13 Week Session)
August 7, 2026	Degree conferral date

2026-27 Academic Calendar

Fall Semester**Academic Dates**

August 20-21, 2026	New Student Orientation
August 24, 2026	First day of classes - Full semester courses & Accelerated BSN Block 1 courses
August 28, 2026	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 2 Courses
August 30, 2026	Final day for 100% tuition refund - Full semester courses and Accelerated BSN Block 1 Courses
September 4, 2026	Tuition Statements available on Student Portal
September 7, 2026	NO CLASSES - Labor Day
September 6, 2026	Final day for 75% tuition refund - Full semester courses
September 6, 2026	Final day for 50% tuition refund - Accelerated BSN Block 1 Courses
September 25, 2026	Tuition Due
October 2, 2026	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
October 12-16, 2026	Midterms
October 19-20, 2026	NO CLASSES - Fall break
October 16, 2026	End of Midterm/Accelerated BSN Block 1
October 21, 2026	Start of Accelerated BSN Block 2
October 23, 2026	Last day to drop/add Accelerated Block 2 Courses
October 25, 2026	Final day for 100% tuition refund - Accelerated Block 2 Courses
October 26, 2026	Priority Registration begins for Spring 2027
November 1, 2026	Final day for 50% tuition refund - Accelerated BSN Block 2 Courses
November 2, 2026	Open Registration begins for Spring 2027
November 8, 2026	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses

Fall Semester Academic Dates

November 13, 2026	Last day to apply for May graduation
November 13, 2026	Last day to Withdraw and receive a grade of "W" - Full semester courses
November 25-27, 2026	NO CLASSES – Thanksgiving Holiday
December 4, 2026	Final day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 courses
December 14-18, 2026	Finals Week
December 18, 2026	Final day of semester/Accelerated BSN Block 2 Courses
December 18, 2026	Fall graduation

Spring Semester Academic Dates

January 8-8, 2027	New student orientation
January 11, 2027	First day of classes - Full semester courses & Accelerated BSN Block 1 Courses
January 15, 2027	Last day to drop/add classes
January 17, 2027	Final day for 100% tuition refund - Full semester courses/Accelerated BSN Block 1 Courses
January 18, 2027	NO CLASSES - Martin Luther King Day
January 22, 2027	Tuition Statements available on Student Portal
January 24, 2027	Final day for 75% tuition refund - Full semester Courses
January 24, 2027	Final day for 50% tuition refund - Accelerated BSN Block 1 Courses
February 1, 2027	Final day for 50% tuition refund - Full semester Courses
February 1, 2027	Final day for 25% tuition refund - Accelerated BSN Block 1 Courses
February 12, 2027	Tuition due
February 15, 2027	Last day to apply for August graduation
February 19, 2027	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
March 1-5, 2027	Midterms
March 5, 2027	End of Accelerated BSN Block 1 Courses
March 8, 2027	Start of Accelerated BSN Block 2 Courses
March 12, 2027	Last day to drop/add Accelerated BSN Block 2 Courses
March 14, 2027	Final day for 100% tuition refund - Accelerated Block 2 Courses
March 21, 2027	Final day for 50% tuition refund - Accelerated Block 2 Courses
March 22-26, 2027	NO CLASSES - Spring Break
March 28, 2027	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
March 29, 2027	Priority Registration begins for Summer 27 and Fall 27
April 2, 2027	Last day to Withdraw and receive a grade of "W" Full semester Courses
April 2, 2027	Last day to apply for December 2027 Graduation
April 5, 2027	Open Registration begins for Summer 27 and Fall 27
April 16, 2027	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 Courses
May 3-7, 2027	Finals Week
May 7, 2027	Final day of semester
May 7, 2027	Spring graduation

Summer Semester Academic Dates

May 10, 2027	FIRST DAY OF SUMMER SESSION (13 Week Session, 1st 8 week session, 5 week session)
May 14, 2027	Last day to add/drop a 13 week, 1st 8 week, or 5 week summer course
May 16, 2027	Final Day for 100% Refund (13 Week Session)
May 16, 2027	Final Day for 100% Refund (1st 8 Week Session)
May 16, 2027	Final Day for 100% Refund (5 Week Session)
May 17, 2027	Start of 10 Week Session
May 21, 2027	Tuition Statement available on Student Portal
May 21, 2027	Last day to add/drop a 10 week session course
May 23, 2027	Final Day for 100% Refund (10 Week Session)
May 23, 2027	Final Day for 75% Refund (13 Week Session)
May 23, 2027	Final Day for 50% Refund (1st 8 Week Session)
May 27, 2027	Last day to Withdraw with a "W" - (5 week session)
May 28, 2026	Tuition Due
May 30, 2027	Final Day for 50% Refund (10 Week Session)
May 30, 2027	Final Day for 50% Refund (13 Week Session)
May 30, 2027	Final Day for 25% Refund (1st 8 Week Session)
May 31, 2027	NO CLASSES - Memorial Day
June 6, 2026	Final Day for 25% Refund (10 Week Session)
June 7, 2027	Start of 2nd 8 week session
June 11, 2027	End of 5 week session
June 11, 2027	Last day to add/drop a 2nd 8 week session course
June 13, 2027	Final Day for 100% Refund (2nd 8 Week Session)
June 18, 2027	Last day to Withdraw with a "W" - (1st 8 Week Session)

Summer Semester Academic Dates

June 20, 2027	Final Day for 50% Refund (2nd 8 Week Session)
June 27, 2027	Final Day for 25% Refund (2nd 8 Week Session)
July 2, 2027	End of 1st 8 week session
July 4, 2027	Independence Day Break
July 7, 2027	Last day to Withdraw with a "W" - (10 Week Session)
July 15, 2027	Last day to Withdraw with a "W" - (13 Week Session)
July 16, 2027	Last day to Withdraw with a "W" - (2nd 8 Week Session)
July 23, 2027	End of 10 Week Session
July 30, 2027	End of 2nd 8 week session
August 6, 2027	LAST DAY OF SUMMER SESSION (End 13 Week Session)
August 6, 2027	Degree conferral date

General Information

Catalog

This edition of the Undergraduate Catalog is effective August 1, 2025.

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

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

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

History

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

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

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

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

Today, Bryan College of Health Sciences serves students in dual-credit high school, undergraduate and graduate programs of study. The Graduate Studies division includes the School of Nurse Anesthesia, the School of Graduate Nursing and Health Professions, and graduate certificate offerings. The Undergraduate Studies division includes the School of Nursing, School of Healthcare Studies and undergraduate certificate offerings. The College offers Associate, Baccalaureate, Masters and Doctoral degrees along with certificate programs in the Health Sciences.

Bryan College of Health Sciences is accredited by the Higher Learning Commission. Accreditation for the sonography programs has been obtained from the Council on Accreditation of Allied Health Education Programs. The Master of Science in Nursing and Bachelor of Science in Nursing program are accredited by the Accreditation Commission for Education in Nursing, and the Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Programs.

The College has maintained the goal of academic and clinical excellence emphasized by its founders and continues to prepare outstanding healthcare professionals.

College Affiliation with the United Methodist Church

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

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

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

Mission, Vision, Purpose, Goals & Values

Our Mission

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

Our Vision

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

Our Purpose

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

Our Goals

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

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

Our Values

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



Accreditation/Licensure

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

The Cardiovascular Sonography program and the Diagnostic Medical Sonography program offered at Bryan College of Health Sciences are accredited by the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#), 25400 US Highway 19N, Suite 158, Clearwater, FL 33763, phone (727) 210-2350, 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.

The baccalaureate nursing program at Bryan College of Health Sciences is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326.

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website. [Accreditation Commission for Education in Nursing](#).

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

The master's/post-master's certificate nursing program at Bryan College of Health Sciences is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website. [Accreditation Commission for Education in Nursing](#).

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.

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

Bachelor of Science in Nursing Program

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

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

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

Health Professions Programs

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

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

Equity Statement

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

Non-Discrimination Policy

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

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

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

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

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

Philosophy of Assessment of Student Learning

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

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

Campus Facilities

Lincoln Instructional Location

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

Skills laboratories at the East site utilize healthcare equipment, supplies, low-fidelity simulators, phantoms, or volunteers. The skills laboratories offer students the opportunity to apply classroom knowledge to clinical practice.

State-of-the-art, high-fidelity adult, birthing, and pediatric patient simulators are located within the Simulation Center. Patient simulators respond physiologically to student interventions, such as medication administration, application of oxygen, and administration of anesthetic gases. They have realistic features, such as blinking eyes with pupils that react to light, a chest that rises and falls with respirations, palpable pulses, and various heart and lung sounds. Simulation experiences offer students the opportunity to apply their classroom knowledge to an environment where they can practice assessment, psychomotor, teamwork, critical thinking, and communication skills. There are currently eight high fidelity patient simulators (this includes one pediatric and two infant simulators). Also in use is one medium fidelity simulator. The space offers eight simulation rooms, four control rooms, and four debriefing rooms. There is also a nurses station and medication room/pharmacy. .

The Testing Center is primarily used for accommodated testing as scheduled by the College's Testing Center Coordinator; it may also be available for makeup exams by appointment. When not in use for testing, the space is available to students for small group study.

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

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

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

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

Hastings Instructional Location

The Hastings instructional location is located on the 3rd floor of a medical office building on the Mary Lanning Healthcare campus. The space encompasses a total of 17,000 square feet which includes 3 classrooms that comfortably seat 30 students each, a 4-bed nursing skills lab that accommodates sections of 8 students, a 2 bed simulation center, ample storage, 2 shared offices, 8 private offices, collaborative work spaces for students and staff, as well as student lounge areas. Classrooms are outfitted with faculty work stations including technology to display teaching materials, large white boards, and video conferencing.

Skills laboratories utilize healthcare equipment, supplies, low-fidelity simulators, phantoms, or volunteers. The skills laboratories offer students the opportunity to apply classroom knowledge to clinical practice.

The nursing skills lab includes 4 patient bays mimicking hospital rooms with electric hospital beds and headwalls. The skills lab also includes all equipment needed to train student nurses in their introductory nursing courses such as scales, thermometers, low fidelity mannequins for tube/IV placement, etc. The simulation center includes 2 simulated hospital rooms with high fidelity mannequins for example an OB/GYN mannequin able to simulate labor and delivery scenarios and another able to simulate intensive care scenarios. These mannequins are also be able to be used for scenarios outside of those two specialities due to their multifunctionality. A control room is located between the two rooms that includes all AV equipment needed to operate the mannequins, record student participation in scenarios, and simulate patient experiences.

Degrees Offered

Bryan College of Health Sciences offers the following undergraduate degrees:

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

Certificates Offered

Undergraduate Certificate in Healthcare Management

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

Specialized Courses Offered

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

Bryan College of Health Sciences' Alumni Association

The Bryan Memorial Hospital School of Nursing, Lincoln General Hospital School of Nursing, and Bryan LGH College of Health Sciences Alumni Associations have had a rich heritage. The Bryan College of Health Sciences Alumni Association continues to focus on engagement, building community, and stewardship of our esteemed alumni.

Admissions

Undergraduate Admission Policies

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

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

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

Required Immunizations

Current Immunization Requirements for each Academic Program are available in the [Student Handbook](#).

Operational Process Regarding Student Admissions

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

Goals:

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

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

Admission Requirements

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

Individual consideration will be given to all applicants. Additional testing or assessment may be required for those students needing additional support to be successful in their program. Official transcripts from all institutions attended are required for a complete application.

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

Bachelor of Science in Nursing (Traditional)

- Graduation from an accredited high school or the equivalent (GED).
- Minimum cumulative high school GPA of 2.75 on a 4.0 scale.
- Combined high school math and science GPA requirement of 2.75 on a 4.0 scale.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale and combined math and science GPA requirement of 2.5 on a 4.0 scale.
- Qualified applicants may be invited for a personal interview. Interviews are based on academic qualifications and there is not an appeals process if not granted an interview. We reserve the right to offer or rescind an interview at any time.

Bachelor of Science in Nursing (Accelerated)

- This program is a rigorous 12-month program for students who are looking to enter the nursing field quickly.
- Cumulative college GPA of 3.0 on a 4.0 scale.
- Cumulative college math and science GPA of 3.0 on a 4.0 scale.
- All prerequisite courses must be completed with a grade of C+ or higher prior to starting the program.
- Completed bachelor's degree or a minimum of 6 semesters of full-time college coursework.
- Qualified applicants may be invited for a personal interview. Interviews are based on academic qualifications and there is not an appeals process if not granted an interview. We reserve the right to offer or rescind an interview at any time.

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

- Graduation from an accredited high school or the equivalent (GED).
- Minimum high school GPA of 2.75 on a 4.0 scale.
- Combined high school math and science GPA requirement of 2.75 on a 4.0 scale.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale and combined math and science GPA requirement of 2.5 on a 4.0 scale.
- Essay reflecting on sonography awareness.
- Qualified applicants may be invited for a personal interview. Interviews are based on academic qualifications and there is not an appeals process if not granted an interview. We reserve the right to offer or rescind an interview at any time.

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

Bachelor of Science in Biomedical Sciences

- Graduation from an accredited high school or the equivalent (GED). High school required courses include: four years science (including biology and chemistry), and four years math (including algebra I and II, and geometry). Physics, and calculus or trigonometry are recommended.
- Minimum high school GPA of 3.25 on a 4.0 scale.
- Combined high school math and science GPA requirement of 3.25 on a 4.0 scale.
- For transfer students, minimum college GPA of 3.0 on a 4.0 scale and combined math and science GPA requirement of 3.0 on a 4.0 scale.
- High School applicants interested in enrolling in the Pharmacy Early Assurance Program track must also submit their application to UNMC for acceptance into the Pharmacy Early Assurance Program on or before December 1st.
- Qualified applicants may be invited for a personal interview. Interviews are based on academic qualifications and there is not an appeals process if not granted an interview. We reserve the right to offer or rescind an interview at any time.

Bachelor of Science in Healthcare Studies

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

Acceptance into the Bachelor of Science in Healthcare Studies option does not guarantee placement into a Baccalaureate Program in Nursing, Biomedical Sciences or Sonography at Bryan College of Health Sciences, nor does it

shorten the timeframe for completing one of these Baccalaureate Programs. If accepted into another Baccalaureate Program from the Bachelor of Science in Healthcare Studies degree, the student will progress through the curriculum in the same sequence and timeframe as other students starting the Baccalaureate Program at the same time.

Degree Completion (Health Professions)

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

Associate of Science in Health Professions

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

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

Healthcare Management Certificate

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

Out-of-State Students

Admission to programs offered in a distance education format or to professional licensure and certification programs may be limited based on the applicant's place of residence at the time of initial enrollment. The College does not have approval to enroll students from all locations due to location-based approval requirements. Applicants residing in a location where the College does not meet licensure or certification standards are not eligible for enrollment. However, applicants residing in locations where the College does not meet licensure or certification requirements have the option to complete an attestation if they intend to seek employment in a location outside of their place of residence upon completion of the program.

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

International/Permanent Resident Students

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

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

Mathematics Placement

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

Transfer Students

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

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

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

General Education Transfer of Credit

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

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

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. 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.
 - [College Level Examination Program \(CLEP\)](#): Students with pertinent knowledge or experience may demonstrate proficiency by taking examinations such as those offered by the College Level Examination Program (CLEP). Credit for certain courses may be awarded provided that students have achieved a minimum credit-granting score on the corresponding CLEP Exam.
 - [International Baccalaureate \(IB\)](#): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding IB exam.
 - If a student has taken an exam not listed that they wish to use to fulfill a general education requirement or elective, the student should submit a petition to the Humanities and Sciences Subcommittee.
 2. Credit by Waiver: Students with pertinent knowledge or experience may demonstrate proficiency by presenting relevant documents for review.

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

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

Advanced Placement (AP) Exam Required Scores

AP Exam	Minimum Required Score	Corresponding Course	Credits
AP English Language and Composition	3	ENGL104	3
AP Psychology	3	PSYC121	3
AP Calculus AB	3	MATH205	3
AP Calculus BC	3	MATH205	3
AP Statistics	3	STAT210	3
AP Biology	4	BIOS110	4
	3	CHEM103	4
AP Chemistry	4	CHEM103 or CHEM110	4
	5	CHEM110 and CHEM120	8
AP Physics B	3	PHYS105	4
AP Physics B	4	PHYS210 AND PHYS220	8
AP Physics C: Mechanics	4	PHYS210	4
AP Physics C: Electricity and Magnetism	4	PHYS220	4
AP Spanish Language and Culture	4	SPAN101 and up to 3 additional transfer credits	6
AP Human Geography	3	Social Sciences elective, fulfills cultural studies requirement	3

College-Level Examination Program (CLEP) Exam Required Scores

CLEP Exam	Minimum Required Score	Corresponding Course	Credits
College Composition	50	ENGL104 and ENGL154	6
Humanities	50	Humanities Elective	3
Human Growth and Development	50	PSYC201	3
Introduction to Psychology	50	PSYC121	3
Introduction to Sociology	50	SOCI101	3
Biology	50	BIOS110 and BIOS120 (need BIOS110L and BIOS120L)	6
Calculus	50	MATH205	4
Chemistry	50	CHEM110 and CHEM120 (need CHEM110L and CHEM120L)	6
College Algebra	50	MATH155	3
College Mathematics	50	MATH105	3
Spanish Language Level I	50	SPAN101 and up to 3 additional transfer credits	6
Spanish Language Level II	63	SPAN101 and up to 6 additional transfer credits	9

International Baccalaureate (IB) Exam Required Scores

IB Exam	Required Score	Standard Level Exam	Higher Level Exam
Biology	5-7	BIOS110/110L (4 credits)	BIOS110 and BIOS120 (8 credits)
Chemistry	5-7	CHEM103 or CHEM110 (4 credits)	CHEM110 and CHEM120 (8 credits)
English	5-7	ENGL104 (3 credits)	ENGL104 and ENGL154 (6 credits)
Mathematical Studies	5-7	MATH155 (3 credits)	MATH155 (3 credits)
Mathematics	5-7	N/A	MATH205 (4 credits)
Physics	5-7	PHYS105 (4 credits)	N/A
Psychology	5-7	PSYC121 (3 credits)	PSYC121 (3 credits) + 3 additional 200-level social sciences transfer credits
Language (i.e. Spanish, German, etc.)	5-7	3 credits (Humanities elective, fulfills cultural studies requirement)	6 credits (Humanities elective, fulfills cultural studies requirement)

Transfer Credit for Military Service Members

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

Credit by Examination

Some courses may be completed by examination. To apply for credit by examination, the student must submit an Application for Credit by Waiver or Examination form to the appropriate Curriculum Committee. The type of test or evaluation method and the number of credits awarded will be determined by the program to which the application for credit has been made. If the application is accepted and the student successfully completes the examination, the Registrar will record "CX" (Credit by Examination) on the transcript. No grade points will be awarded or included in calculating the grade point average.

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

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

Credit by Waiver

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

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

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

Advanced Placement

Opportunities for advanced placement may exist in particular majors.

Nursing Program to Nursing Program Transfer

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

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

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

1. Completed Admission Application
2. Official Transcript(s)
3. Applicant letter of explanation that details their rationale for the transfer
4. Contact information from two faculty teaching at the applicant's current institution that have taught the applicant.

5. A letter from the Dean/Director of the previously attended program sent to the Admissions department indicating that the applicant was not dismissed due to any ethical, legal, safety or moral issues and that the applicant is eligible for readmission. Must be on official school letterhead, and the original signed copy only will be accepted.

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

Sonography Program to Sonography Program Transfer

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

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

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

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

Readmission Policy

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

Readmission Policy

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

Readmission Procedure

1. **Notification of Intent to Reapply**
 - Former students must notify the Admissions Department of their intent to reapply.
 - If dismissed within one year, former students may indicate their intent to reapply via email.
 - If more than one year has passed since dismissal, a new application must be submitted.
2. **Application Submission**
 - The Admissions Department will provide a link to the online readmission application.
 - Permissions granted through the application process include the review of transcripts, academic records, and supporting documentation, which may encompass the former student's dismissal letter, official transcripts, readmission requests, recommendation letters, records of academic integrity violations, and course warnings.
3. **Readmission Policies**
 - Applications must be completed by **January 15th** for a **Summer start**, **October 1** for a **Spring start**, or **April 1** for a **Fall start**.
 - Former students dismissed more than one year ago may reapply to start the program over.
 - Readmitted students must retake science courses completed more than seven years ago.
 - If a readmitted student fails a core course within their major, they will be dismissed from the program and deemed ineligible to reapply to that major.
 - If a readmitted student has not taken a core course in their major, the [Repeating a Course](#) policy will apply. Failure to meet the requirements of this policy will result in dismissal from the college and ineligibility to reapply to that major.
4. **Review Process**
 - The Admissions Department will submit application materials, including the former student's dismissal letter, official transcripts, readmission request, and faculty recommendation letters, to the APG Committee for review.
 - Academic Support Services will provide academic records, such as any academic integrity violations and course warnings, to the appropriate APG Committee for evaluation.
 - Both departments will submit supporting documents to the APG Chair by **January 15th** for a **Summer start**, **October 15** for a **Spring start**, and **April 15** for a **Fall start**.
5. **Decision Criteria**
 - Former students must submit a personal letter addressing each of the following questions:
 - The circumstances that led to dismissal or withdrawal.
 - Evidence of academic progress made since dismissal or withdrawal.
 - Steps taken to enhance academic or clinical performance during the absence.
 - Goals for success and a detailed plan for achieving.
 - Two letters of recommendation from faculty are required, including one from a faculty member who taught a required course within the curriculum. Recommendation letters from Leadership will not be accepted.
6. **Communication of Decision**
 - The APG Committee will decide based on the submitted materials and notify the Admissions Department.
 - The Admissions Department will communicate the decision to the readmitted student.

- If accepted, the Dean of Enrollment and Marketing will notify the following individuals: the Dean/Director of the program, Assistant Dean/Program Clinical Coordinator, Chair of the Curriculum Committee, Director of Financial Aid, and Director of Academic Support Services/ADA Coordinator.
 - The readmitted student is not required to pay an enrollment deposit and is reinstated as a future re-entry student by the Registrar's Office.
7. **Post-Readmission Steps**
- The appropriate Curriculum Committee will finalize the readmitted student's placement, plan of study, and recommended resources.
 - The Dean or Director of the Program will inform the readmitted student of their start date, assigned advisor, and placement.
 - The readmitted student must adhere to an academic recovery plan developed with the Director of Academic Support Services/ADA Coordinator.
 - Failure to comply with the recovery plan will result in an academic hold, preventing registration.

Students-at-Large

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

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

Contact Information

Admissions Office

Bryan College of Health Sciences

1535 South 52nd Street

Lincoln, NE 68506-1398

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

Website: bryanhealthcollege.edu

Office hours:

Monday-Friday 8 a.m. – 4:30 p.m.

Financial Information

Financial Aid

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

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

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

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

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

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

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

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

Federal Financial Aid Refund Policy

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

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

Academic Progress

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

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

Satisfactory Academic Progress

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

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

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

Qualitative Standard - Grade Point Average (GPA)

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

Quantitative Standard - Pace of Progress

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

- For Nursing, Sonography, and Health Professions Completion students, no letter grade less than a "C" in a general education course or a "C+" in a course in the major will be considered successful. For Biomedical Sciences and Healthcare Studies students, no grade less than a "C" in both general education and major courses will be considered successful. A grade of no pass (NP) in any degree is also not considered successful.

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

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

Maximum Time Frame

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

Consequences of Failure to meet Satisfactory Academic Progress Standards

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

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

Re-Establishing Eligibility for Financial Aid

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

Tuition and Fees

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

Tuition

Undergraduate Tuition: \$664 per credit hour

General Fees

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

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

Tuition Collection and Payment Policy

Spring and Fall Semesters

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

Summer Semester

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

Billing for Fines

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

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

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

Tuition Refund Policy

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

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

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

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

Veterans' Information

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

Veterans Benefits and Transition Act of 2018 Compliance – Section 103

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

- Assess a late fee;
- Prevent enrollment or deny access to classes;

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

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

Veteran and Eligible Person Standard of Progress Policy

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

Financial Aid Contact Information

Financial Aid Office

Bryan College of Health Sciences
1535 S. 52nd St.

Lincoln, NE 68506-1398

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

E-mail: fa@bryanhealthcollege.edu

Academic and Administrative Policies

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

Attendance Policy

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

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

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

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

College Sponsored Absences

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

Reporting Absences

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

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

Computer Skills

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

CPR

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

Called to Active Duty Policy

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

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

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

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

Finals Week

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

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

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](#)
- Sonography: [Technical Standards of Sonographers](#)
- Basic Nursing Assistant: [Basic Requirements and Abilities](#)

Placement in Program

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

Religious or Cultural Observances

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

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

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

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

Relocation Policy

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

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

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

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

Academic Honors

President's & Dean's List

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

Academic Standing

Academic Standing Policy

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

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

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

Academic Warning

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

Academic Probation

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

Academic Dismissal

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

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

Academic Warning Cumulative GPA falls below 2.00

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

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

Course Warning Policy

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

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

Midterm Grade Warning

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

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

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

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

Student Records and Privacy Acts

Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review the student's records within 45 days of the day the College receives a request for access.
- The right to request the amendment of any educational records that a student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the College decides not to amend the record as requested, it will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent to disclosures of personally identifiable information (PII) contained in a student's education records, except to the extent that FERPA authorizes disclosure without consent. (See the partial list below of circumstances in which FERPA authorizes disclosure without consent).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 - Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

- To other school officials, including faculty, staff and administrators within the College whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other third parties to whom the school has outsourced institution services or functions;
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena, or as otherwise required by law;
- Accrediting organizations;
- Organizations conducting certain studies on behalf of the College;
- The sharing of PPI between the College and Bryan Medical Center for the purposes of facilitating ongoing operations, supporting the educational mission of the College, and meeting their respective legal obligations;
- To appropriate officials in connection with a health or safety emergency;
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (such disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding);
- To the general public, the final results of a disciplinary proceeding, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against them;

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21;
- Information the College has designated as "directory information".

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

Directory Information

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

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

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

Formal Complaints Policy

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

Student Grievance Policy

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

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

Graduation Requirements & Honors

Graduation

Graduation Requirements

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

Applying for Graduation

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

Degree Conferral

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

Commencement

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

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

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

Graduation Honors

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

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

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

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

Posthumous Degree Policy

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

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

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

Registration & Enrollment

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

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

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

Administrative Withdrawal from the College

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

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

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

Administrative Withdrawal from a Course

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

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

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

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

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

Withdrawal from the College

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

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

Dismissal Policy

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

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

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

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

Leave of Absence

Students may submit a request to the Registrar for a leave of absence. The date of re-enrollment will be determined based on numbers of students in each course and the sequence of courses. The request must be submitted prior to the start of the leave of absence, unless unforeseen circumstances arise. A leave of absence is considered a withdrawal from the college from the perspective of financial aid providers, as well as transcript processing services. The leave of absence may not exceed one year; however, repayment of federal loans will begin after 180 days. Repayment of private loans may begin immediately upon leave; please call your lender to confirm. If a student initiates a leave of absence during a semester, they will be withdrawn from all courses in which they are currently enrolled. When returning from a leave of absence, the student will start at the beginning of those courses, regardless of where they were at the time the leave of absence was requested. Failure to return from an approved leave of absence shall be considered a withdrawal from the College. The withdrawal date shall reflect the start date of the leave of absence even though the leave was approved. The withdrawal policy will then be implemented.

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

Petition of Exceptions to Program Curriculum Requirements

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

Program Change

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

Out-of-state students should be aware that changing programs may have additional impacts based on where the student resides. Out-of-state locations have varying requirements for professional licensures and certification. If the requested program will not meet licensure/certification requirements in the student's current location, the institution cannot enroll the student in the program unless the student intends to complete an attestation. Students residing in locations where the

College does not meet licensure or certification requirements have the option to complete an attestation. Attestation allows a student to indicate where they plan to seek employment after completing the program. If the College meets the educational requirements in the students' state of attestation, the student may be eligible for enrollment.

Registration Changes

Registration

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

Drop and Add

Adding a Course

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

Dropping a Course

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

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

Course Withdrawal Policy

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

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

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

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

Classification of Students

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

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

Course Load

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

Credit Hour Definition

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

Undergraduate Student Status

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

Undergraduate Enrollment in Graduate Courses

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

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

Grades

Grading System

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

Percentage	Grade	Letter Grade	Quality Points
95.00 - 100	A+		4.0
90.0 - 94.99	A		4.0
85.00 - 89.99	B+		3.5
80.00 - 84.99	B		3.0
75.00 - 79.99	C+		2.5
70.00 - 74.99	C		2.0
65.00 - 69.99	D+		1.5
60.00 - 64.99	D		1.0

Percentage Grade Letter Grade Quality Points

59.99 and below	F	0.0
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Additional Grades Code Quality Points

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

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

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

Repeating a Course

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

Course in a Major

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

General Education Course

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

Audit a Course Policy

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

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

The following stipulations apply to course audits:

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

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

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

Clinical Grading Policy

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

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

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

Incomplete Grade Policy

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

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

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

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

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

Pass/No Pass Policy

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

Each student may use no more than a total of 6 semester credit hours with grades of "P" toward prerequisite/general education requirements. Only courses for which pass is designated as a 70% or above will be considered for transfer credit. A grade of "P" or "NP" is recorded on the student's transcript and is not computed in the student's grade point average.

Grade Dispute Policy

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

Campus Policies

Academic Integrity Policy

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

Honesty

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

Trust

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

Fairness

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

Responsibility

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

Respect

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

Courage

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

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

Unconscious Bias

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

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

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

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

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

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

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

Research and Data Collection Integrity

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

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

The IRB of the Bryan College of Health Sciences is a federally registered board composed of faculty, administrators and community representatives, which is charged with the review and approval of all research protocols involving humans as participants and created by anyone affiliated with Bryan College of Health Sciences. All research protocols (involving both human and nonhuman participants) by faculty and/or students of Bryan College of Health Sciences must be approved by an appropriate IRB prior to initiation of data collection including additional approval by the Institution in which the research will be conducted.

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

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

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

Reference

Public health Service Policies on Research Misconduct – [Part 93:103 Research Misconduct](#).

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

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

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

Academic Integrity Violations

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

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

- Self-reporting
- Level of intent to deceive
- Scale of violation
- Stakes of assignment / exam
- Prior learning opportunities
- Outcomes resulting from the violation, including patient outcomes in clinical situations
- Student's response to opportunities to take corrective action
- Student's view of the violation in terms of remorse, understanding impact (on learning or patient safety, for example)
- Student's level of honesty in discussions or other investigation pertaining to the violation
- Prior engagement in academic integrity violations, according to record maintained by Provost

Campus Security/Crime Prevention

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

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.

Sexual Assault

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

Harassment

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. Bryan College of Health Sciences is committed to creating a respectful, safe, and non-threatening environment that is free from sexual harassment/assault and takes preventative measures to ensure to the extent possible that students, faculty and staff are appropriately protected from such actions. This commitment includes all on-campus locations and off-campus College related activities and sites, and electronic communication.

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

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

Student Rights and Responsibilities

Student Rights:

- **Students have the right to academic freedom**, including but not limited to: the right to free discussion, inquiry and expression; freedom to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; protection through orderly procedures against prejudiced or capricious academic evaluation; and determination of their curriculum.
- **Students have the right to expect certain practices of their instructors**, including but not limited to: establishing clear course objectives and course expectations through the syllabus; clearly stating methods for course evaluation; holding regularly scheduled office hours; and protecting students' intellectual freedom.
- **Students have the right to an educational experience free from discrimination** and under no circumstance shall the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or

expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income or any other protected class recognized by state or federal law determine a student's participation in the College's programs, activities, and employment, including but not limited to admissions, progression and graduation.

- **Students have the right to receive course content and experiences that are delivered in an accessible manner.**
- **Students have the right to a clear mechanism for confidential input into the evaluation of faculty.**
- **Students have the right to participate in the formulation and application of institutional policies and procedures affecting academic and student affairs,** including but not limited to: participation in Student Government Association; representation on faculty and staff committees; and participation in the formulation of the student code of conduct.
- **Students have the right to file grievance.**
- **Students have the right to safety on campus,** including but not limited to: personal privacy to the extent that the welfare and property of others is respected; adequate street lighting; locks and other safety measures deemed necessary given the environment.

Student Responsibilities

- **Students will exercise their right to academic freedom in a responsible manner,** including but not limited to: developing the capacity for critical judgment; engaging in a sustained and independent search for truth; learning the content and maintaining standards of academic performance established for each course in which they are enrolled.
- **Students have the responsibility to actively engage with their academic experience,** including but not limited to: regularly attending class; exhibiting behavior that contributes to a positive learning environment and does not compromise the learning process for others; regular meetings with their academic advisor; and utilizing the provided campus resources and normalizing help-seeking behavior.
- **Students have the responsibility to hold up the expectation of an environment free from discrimination** in any space where they are representing Bryan College of Health Sciences or the Bryan Health System.
- **Students have the responsibility to seek out reasonable accommodations, when desired, if content and/or experiences are not accessible.**
- **Students have the responsibility to provide appropriate evaluation of their faculty.**
- **Students have the responsibility to know the policies and procedures enumerated in the student handbook.**
- **Students have the responsibility to follow the appropriate grievance procedure,** including but not limited to: unwelcomed sexual behavior or sexual harassment; inappropriate instructor conduct; concerns about the classroom environment, the course's grading system, or class activities; failure to provide disability accommodations.
- **Students have the responsibility to conduct themselves in a safe manner and report safety concerns to appropriate college personnel.**

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 differences among the campus community, provides support and services which are inclusive and accessible to all students, provides opportunities for students, faculty, and staff to interact with one another in formal and informal settings in order to establish a campus culture that facilitates student engagement and interaction, and increases cultural competence among college constituents through programs and services.

Writing Center

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

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

Student Health Services

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

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

Philosophy of Advising

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

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

Advisor and Advisee Objectives and Expectations

1. Build Trust
 - 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
 1. Focus on strengths
 2. Recognize accomplishments
4. Navigate Path to Degree Completion
 1. Share accurate information
 2. Participate in proactive degree completion planning
 3. Remain accountable for degree completion plan
 4. Establish, adapt, and achieve academic and professional goals

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

Housing

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

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

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

Disability Services

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

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

Disability Services Goals

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

Key Definitions

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

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

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

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

Disability Services Student Registration Process:

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

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

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

Returning Students

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

Disability Appeal/Grievance Policy and Procedure

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

Purpose

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

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

Procedure

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

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

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

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

Clinical Accommodation Letters

Purpose

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

Recipients

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

Content

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

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

Right to Decline

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

Library Policies

Library Goals

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

General Rules

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

Check Out Policies (physical materials only)

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

Journals

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

PaperCut

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

Returning Items

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

Reserve Materials

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

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

Responsibilities

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

Photocopy Machine

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

Simulation Center and Skills Laboratory

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

Program Integration and Quality Assurance

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

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

Distance education offerings as a whole are evaluated using an adaptation of a national tool from the Online Learning Consortium Quality Scorecard for the Administration of Online Programs.

Student Services Availability for the Student at a Distance

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

Student Responsibilities and Expectations for Distance Learning

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

Minimum Requirements for Computer Hardware and Equipment

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

PC Desktop/Laptop

- **Operating System:** Windows 10
- **Processor:** Intel Core i5, equivalent or higher
- **Memory:** 8GB Ram or higher
- **Software:** Google Suite or Microsoft Suite 2016 or newer, Adobe Acrobat Reader (latest), Antivirus (latest)
- **Hardware:** Webcam, Microphone, Speakers, Monitor that is 1024x768 display or higher
- **Networking:** Wireless: Dual Band (2.4GHz and 5GHz) 802.11ac, Bandwidth: 6.0Mbps or higher

Apple Desktop/Laptop

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

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

Bryan Student Nurses' Association (BSNA)

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

Biomedical Sciences Club

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

Caring with Christ

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

Diversity Club

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

Health Promotion Organization

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

Bryan College of Health Sciences Student Government Association

Bryan College of Health Sciences Student Government Association (SGA) is the voice of students and serves as a communication link between students and the College. SGA works toward building a positive campus environment as well as represent the student body as non-voting members on faculty committees.

General Education

Philosophy of General Education

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

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

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

General Education Learning Outcomes

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

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

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

Bryan College of Health Sciences General Education Plan

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

Categories of Study	General Education Learning Outcomes	Required Credit Hours for Associate Degree	Required Credit Hours for Baccalaureate Degree
Natural Sciences (BIOS, CHEM, NUTR, PHYS)	Apply the physical and biological sciences to human health concepts.	8	16
Social Sciences (GERO, INTL, PBHL, PSYC, SOCI)	Evaluate the societal factors (political, social, psychological, economic, religion, age, etc.) that influence individuals in diverse communities.	3	9
Humanities/Fine Arts (ENGL, HIST, INTL, PHIL, RELI, SIGN, SPAN)	Analyze issues using a multi-faceted approach to holistically address problems.	6	9

Categories of Study	General Education Learning Outcomes	Required Credit Hours for Associate Degree	Required Credit Hours for Baccalaureate Degree
	Integrate ethical reasoning into personal and professional identities to treat others with dignity		
Mathematics (MATH, STAT)	Employ quantitative and logical reasoning to solve problems.	3	3
Communications (COMM)	Deliver cohesive communication in a variety of formats in a professional setting.	3	3
Business/ Management (ECON, MGMT)	Articulate business management standards of practice to be a contributing member of a professional organization.	0	3
Cultural Studies	Differentiate one's own experiences from the experiences of others to foster global sensitivity.	0	0
Total General Education Semester Hours Required for Degree		23	43

Cultural Studies Courses

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

When a program requires that students complete 3 credit hours in a course with a cultural studies designation, it is recommended that students complete a course which will satisfy the cultural studies requirement, as well as, another general education requirement.

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

School of Healthcare Studies: Department of Humanities and Sciences

Associate of Science in Health Sciences Philosophy

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

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

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

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

Associate of Science in Health Sciences(AS)

Degree Type

Associate of Science

Curriculum Objectives

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

Degree Requirements

Students earning an Associate of Science in Health Professions: Health Sciences Major must complete a minimum of 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.

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (24 Credits)	24

Social Sciences

Item #	Title	Credits
	Social Science Electives (6 credits)	6

Humanities

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

Mathematics

Item #	Title	Credits
STAT210	Elements of Statistics	3
	Math Elective	3

Communications

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Item #	Title	Credits
	Cultural Studies Elective	3

Additional Courses

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
	Healthcare Elective	3
AHAL313	Research in Healthcare	2
AHAL314	Issues and Trends in Health Professions	2
	General Elective	3
	Total Credits	63

Bachelor of Science in Biomedical Sciences Philosophy

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

The baccalaureate degree program in biomedical sciences prepares graduates for advanced study in health-related fields that contribute to quality healthcare delivery and services. Educational preparation for advanced study in a health related field is built on an in-depth, integrated study of natural sciences and general education concepts. Knowledge and skills require a high level of critical thinking and are developed through didactic and research experiences.

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

Learning is a lifelong, interactive process that builds on experience and acquired knowledge to transform attitudes, beliefs, and behaviors. Learning occurs in a variety of environments, and involves the cognitive, affective, and psychomotor domains. The learner is responsible for actively seeking knowledge both independently and under the supervision and guidance of qualified faculty.

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

Biomedical Sciences Overview and Curriculum Objectives

Bachelor of Science in Biomedical Sciences

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

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

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

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

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

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

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

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

Honor Society for Biomedical Sciences

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

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

Curriculum Objectives

Upon completion of the program the student will:

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

Bachelor of Science in Biomedical Sciences (BS)

Degree Type

Bachelor of Science

Natural Sciences

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

Social Sciences

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

Humanities/Fine Arts

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

Mathematics

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

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

General Electives

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

Item #	Title	Credits
	General Electives (9)	9

Additional Courses

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

Major-Biomedical Sciences

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

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

Degree Type

Bachelor of Science

Natural Sciences

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

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS120	Cell Biology	4
BIOS334	Human Anatomy	4
BIOS335	Human Physiology	4
BIOS205	Microbiology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
BIOS304	Immunology	3
	BIOS Elective	3

Social Sciences

9 credits below satisfy the General Education Social Sciences requirement

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3
	Social Science Elective with a Cultural Studies (CS) Designation	3

Humanities/Fine Arts

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

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

Mathematics

3 of the credits below satisfy the General Education Mathematics requirement

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

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

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Business/Management

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

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

MLS Credits

43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS degree.

Item #	Title	Credits
	MLS Credits	43
	Total Credits	122

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

Degree Type

Bachelor of Science

Natural Sciences

Item #	Title	Credits
BIOS ₁₁₀	General Biology	4
BIOS ₁₂₀	Cell Biology	4
CHEM ₁₁₀	General Chemistry I	4
CHEM ₁₂₀	General Chemistry II	4

Communications

Item #	Title	Credits
	Communications Elective	3

Mathematics

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

Item #	Title	Credits
MATH ₂₀₅	Calculus	4
STAT ₂₁₀	Elements of Statistics	3

Humanities/Fine Arts

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

Item #	Title	Credits
ENGL ₁₀₄	English Composition I	3
ENGL ₁₅₄	English Composition II	3
PHIL ₂₁₀	Ethics in Health Care	3

Business/Management

Item #	Title	Credits
MGMT ₂₁₅	Global Healthcare Delivery and Financing	3

Social Sciences

Item #	Title	Credits
PSYC ₁₂₁	Introduction to Psychology	3
SOCL ₁₀₁	Introduction to Sociology	3
	PSYC ₂₀₁ or PSYC ₃₂₁	3

Additional Courses

Item #	Title	Credits
GSTU ₁₀₁	Introduction to the Bryan College of Health Sciences Experience	1
HIMS ₁₀₀	Medical Terminology	1

Major - Biomedical Sciences - KCU Partner Program Track

Students must take all courses listed below.

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

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

KCU Credits

31 credits will be transferred back from KCU's DO or Dental program upon successful completion of the first year of coursework

Item #	Title	Credits
	KCU Credits	31
	Total Credits	123

Bachelor of Science in Biomedical Sciences - PharmD Assurance Track

Degree Type

Bachelor of Science

Natural Sciences

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

Social Sciences

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

Humanities/Fine Arts

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

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

Mathematics

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

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

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Business/Management

Select from ECON/MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

General Electives

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

Item #	Title	Credits
	General Elective	3

Additional Courses

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

Biomedical Sciences –PharmD Track

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

PharmD Credits

32 credits will be transferred back from UNMC's PharmD program upon successful completion of the first year of the PharmD coursework

Item #	Title	Credits
	PharmD Credits	32
	Total Credits	123

Bachelor of Science in Healthcare Studies

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

Bryan College of Health Sciences offers two pathways for students to complete their BS in Healthcare Studies from Bryan while also advancing to an additional degree. These include the Nuclear Medicine Imaging Science (NMIS) program at the University of Arkansas for Medical Sciences (UAMS) and the Medical Laboratory Science (MLS) track at UNMC. Both require application and acceptance to their respective institution.

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

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

Requirements for Graduation

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

For the NMIS track, each student must complete a core requirement of 80 credit hours within the NMIS concentration. 40 credits will be transferred in from UAMS's NMIS program upon successful completion of the NMIS program for a total of 120 semester hours.

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

Curriculum Objectives

Upon completion of this program, students will:

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

Concentrations:

The following concentrations are available

- Biomedical Sciences/Healthcare Management
- Biomedical Sciences/Social Sciences
- Public Health/Biomedical Sciences
- Public Health/Healthcare Management
- Public Health/Social Sciences
- Social Sciences/Healthcare Management
- Nuclear Medicine
- Medical Laboratory Science

Bachelor of Science in Healthcare Studies - Biomedical Sciences/ Healthcare Management Concentration (BS)

Degree Type
Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Biomedical Sciences/Healthcare Management - Category A

Students must complete 21 credit hours at the 200 level or higher with the following prefixes: BIOS/CHEM/PHYS. 14 hours must be at the 300 level or higher.

***16 credits from Natural Sciences required for general education requirements will not count toward the 21 credits in Category A**

Item #	Title	Credits
	Category A (Biomed/Management)	21

Biomedical Sciences/Healthcare Management - Category B

Students must complete 15 credit hours of upper level courses with the following prefixes: ECON/MGMT.

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

Item #	Title	Credits
	Category B (Biomed/Management)	15

Biomedical Sciences/Healthcare Management - Category C

Students must complete all courses listed in Category C. For the Biomed/Management Elective select from courses that meet the requirements listed in Category A or B that have not already been taken. ***3 credits from Natural Sciences or Management required for general education requirements will not count towards the Biomed/Management Elective.**

Item #	Title	Credits
	Biomed/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
	Total Credits	120

Bachelor of Science in Healthcare Studies - Biomedical Sciences/ Social Sciences Concentration (BS)

Degree Type
Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Biomedical Sciences/Social Sciences - Category A

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this category.**

Item #	Title	Credits
	Category A (Biomed/Social Sciences)	15

Biomedical Sciences/Social Sciences - Category B

Students must complete 21 credit hours at the 200 level or higher with the following prefixes: BIOS/CHEM/PHYS. 14 hours must be at the 300 level or higher.

***Credits from Natural Sciences required for general education requirements will not count towards this category.**

Item #	Title	Credits
	Category B (Biomed/Social Sciences)	21

Biomedical Sciences/Social Sciences - Category C

For the Biomed/Social Sciences Elective select from courses that meet the requirements listed in Category A or B that have not already been taken. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this elective.**

Item #	Title	Credits
	Biomed/Social Sciences Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
	Total Credits	120

Bachelor of Science in Healthcare Studies - Public Health/ Biomedical Sciences (BS)

Degree Type
Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Biomedical Sciences - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

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

Public Health/Biomedical Sciences - Category B

Students must complete 15 hours of course with a BIOS/CHEM/PHYS prefix at the 200 level or higher. 11 of the 15 hours must be at the 300 level or higher. ***Credits from Natural Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Biomed/Public Health)	15

Public Health/Biomedical Sciences - Category C

Students must complete 6 credits from Category C. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Biomed/Public Health)	6

Public Health/Biomedical Sciences - Category D

Students must complete all courses listed in Category D. For the Biomed/Public Health Elective select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards the Biomed/Public Health elective.**

Item #	Title	Credits
	Biomed/Public Health Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
	Total Credits	120

Bachelor of Science in Healthcare Studies - Public Health/ Healthcare Management Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Healthcare Management - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

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

Public Health/Healthcare Management - Category B

Students must complete 12 credit hours of upper level courses with the following prefixes: ECON/MGMT. ***Credits from Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Public Health/Management)	12

Public Health/Healthcare Management - Category C

Complete 3 credits from Category C. ***Credits from Natural Sciences or Social Sciences general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Public Health/Management)	3

Public Health/Healthcare Management - Category D

Students must complete all courses listed in Category D. For the Public Health/Management Elective select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this elective.**

Item #	Title	Credits
	Public Health/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 32 credits	32
	Total Credits	120

Bachelor of Science in Healthcare Studies - Public Health/Social Sciences Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Social Sciences - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

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

Public Health/Social Sciences - Category B

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Public Health/Social Sciences)	15

Public Health/Social Sciences - Category C

Complete 3 credits from Category C. ***Credits from Natural Sciences or Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Public Health/Social Sciences)	3

Public Health/Social Sciences - Category D

Students must complete all courses listed in Category D. For the Public Health/Social Sciences Elective, select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Public Health/Social Sciences Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 29 credits	29
	Total Credits	120

Bachelor of Science in Healthcare Studies - Social Sciences/ Healthcare Management Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Social Sciences/Healthcare Management - Category A

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category A (Social Sciences/Management)	15

Social Sciences/Healthcare Management - Category B

Students must complete 15 credit hours of upper level courses with the following prefixes: ECON/MGMT. ***Credits from Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Social Sciences/Management)	15

Social Sciences/Healthcare Management - Category C

Students must complete all courses listed in Category C. For the Social Sciences/Management Elective, select from the courses in Category A or B that have not already been taken. ***Credits from Social Sciences or Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Social Sciences/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 32 credits	32
	Total Credits	120

Bachelor of Science in Healthcare Studies - Nuclear Medicine Imaging Science Pathway

Degree Type
Bachelor of Science

Natural Sciences Courses

Must complete all courses listed. 8 credits of Human Anatomy and Human Physiology (BIOS334 and BIOS335) may substitute for BIOS203 and BIOS204.

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
CHEM110	General Chemistry I	4
PHYS105	Descriptive Physics (with lab)	4
BIOS205	Microbiology	4

Social Sciences

Must complete 9 hours from elective pool. One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a General Elective course.

Item #	Title	Credits
	Social Sciences (PSYC/SOCI) Electives	9

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or General elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Humanities

Must complete all courses listed.

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3
	Fine Arts Elective	3
	US History Elective	3

Mathematics

Must complete all courses listed.

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

Communications Elective

Must complete 3 credit hours from COMM courses

Item #	Title	Credits
	Communications Elective	3

Business Management

Must complete 3 credit hours of either ECON or MGMT coursework

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

General Electives

If one of the Social Sciences electives does not carry a Cultural Studies designation, 3 credits of General Electives must be in a Cultural Studies course

Item #	Title	Credits
	General Electives- 22 credits	22

NMIS Credits

40 credits will be transferred in from UAMS's NMIS program upon successful completion of the NMIS program

Item #	Title	Credits
	NMIS Credits	40
	Total Credits	120

Bachelor of Science in Healthcare Studies - Medical Laboratory Science Track

Degree Type

Bachelor of Science

Natural Sciences Courses

Must complete all courses listed. 8 credits of Human Anatomy and Human Physiology (BIOS334 and BIOS335) may substitute for BIOS203 and BIOS204.

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

Humanities

Must complete all courses listed.

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

Mathematics

Must complete all courses listed.

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

Social Sciences

Must complete 9 hours from elective pool. 3 credits must be upper level

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

Communications Elective

Must complete 3 credit hours from COMM courses

Item #	Title	Credits
	Communications Elective	3

Business Management

Must complete 3 credit hours of either ECON or MGMT coursework

Item #	Title	Credits
	Business Management Elective	3

General Education Courses

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

Category A - MLS Pre-requisite courses

Must complete all courses

Item #	Title	Credits
BIOS205	Microbiology	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
BIOS304	Immunology	3
	BIOS Elective	3
	Cultural Studies Elective	3

MLS Credits

43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS degree.

Item #	Title	Credits
	MLS Credits	43
	Total Credits	120

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

Degree Type

Bachelor of Science

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

Curriculum Objectives

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

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

Curriculum Requirements - Semester Hours

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

Mathematics Placement

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

Associate Degree Credit Granted

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

General Education Courses

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

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

Healthcare Management Courses in Major

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

Healthcare Management (C)

Degree Type
Certificate

Philosophy

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

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

Certificate

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

Curriculum Objectives

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

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

Requirements for Completion

Certificate: 13 credit hours

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

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

Students must complete 12 credit hours from the following courses.

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

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

Complete 1 credit field experience course.

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

School of Healthcare Studies: Department of Health Professions

Philosophy of Sonography Programs

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

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

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

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

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

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

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

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

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

Sonography Technical Standards

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

Acquire Information

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

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

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

- Literature search, data retrieval, and electronic medical records

Examples:

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

Critical Reasoning (Interpret and Integrate)

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

Examples:

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

Psychomotor/Technical Skills

Perform or assist with procedures and treatments.

Examples:

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

Communication Skills

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

Examples:

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

Character

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

Examples:

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

References

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

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

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

Sonography Student Progression

In the event of a student unable to progress with the entering class they have been accepted into and follow the assigned curriculum plan for that class, the student may be placed in the next available class based on the number of students in each course and the sequence of courses. If multiple students are unable to progress, students will be placed in the next available class as follows: A student who has fewer courses to repeat will be placed in the next available class before a student who has more courses to repeat. When students have the same number of courses to repeat, a student with a higher final average percentage in courses that must be repeated will be placed in the next available class before a student who has a lower average percentage in courses that must be repeated. It may become the student's responsibility to secure the new clinical site reassignment. Transition activities may be required before and upon return.

Other Requirements

Basic Nursing Assistant or Equivalent

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

Community Service (Including Sonography Promotion)

Students in a sonography program must complete 30 hours of community service while attending Bryan College of Health Sciences. Of these 30 hours, at least five must be sonography related, (promoting sonography), two must be cultural diversity related, and the remaining hours are the students' choice of community service activities. Approval of hours will be at the discretion of sonography program personnel.

Cultural Diversity

All students are required to participate in 2 hours of cultural diversity related activities. This can include attendance at College supported diversity activities or community sponsored.

CPR for the Healthcare Provider

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

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

Clinical Placement

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

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

Degree Type

Bachelor of Science

Requirements for Graduation

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

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

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

Program Goals

To prepare cardiovascular technologists or diagnostic medical sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of adult cardiac sonography.

To prepare cardiovascular technologists or diagnostic medical sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of noninvasive vascular sonography.

Program Outcomes

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

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

6. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

Program Requirements

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

General Education Courses

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

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

Natural Sciences

Must complete all course listed.

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

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Business/Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Mathematics

Must complete all course listed.

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

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities elective should have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Social Sciences elective.

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

Social Sciences

Must complete 6 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective should have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities elective.

Item #	Title	Credits
	Social Science Electives (9 credits)	9

Cultural Studies

Students will work with their advisor to select the appropriate Cultural Studies course that fulfills the credit requirement for both cultural studies and either social sciences (9 required credit hours) or humanities (3 credits English Composition I, 3 credits Ethics in Healthcare, and 3 credits of humanities elective), if needed. Cultural Studies courses include: GERO303, INTL202-3, INTL205-3, MGMT215, PBHL305, RELI215, RELI316, SIGN111, SOCI222, SOCI320, SOCI324, SPAN101H.

Item #	Title	Credits
	Cultural Studies Elective	3

Major-Cardiovascular Sonography

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

Sample Curriculum Plan

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

Course Sequencing

Year 1

Fall

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

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

Spring

CVTD230 = *Courses in the Major

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

Summer

AHAL 223, CVTD 226 = *Courses in the Major

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

Year 2

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

Fall

CARD 312, CARD 340 = *Courses in the Major

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

Spring

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

If a Cultural Studies course is still needed, the Humanities elective can be selected to meet this requirement.

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

Summer

CVTD 341 = *Courses in the Major

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

Year 3

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

Fall

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

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

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

Spring

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

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

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

Summer

CVTD 350 = *Courses in the Major

Item #	Title	Credits
CVTD350	Clinical Practicum II	7

Year 4

Fall

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

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

Spring

CVTD 425, CVTD435 = *Courses in the Major

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

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

Degree Type

Bachelor of Science

Requirements for Graduation

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

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

Program Goals

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

Program Outcomes

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

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

Program Requirements:

Each student must complete 53 semester hours of general education courses and fifty-four (67) credit hours in the diagnostic medical sonography major. Official transcript(s) must be on file for all transfer credits.

General Courses

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

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
NURA102X	Basic Nursing Assistant (non-credit)	
	General Elective	3

Natural Sciences

Must complete all course listed.

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

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (9 credits)	9

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Mathematics

Must complete all courses listed.

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

Business/Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Cultural Studies

Students will work with their advisor to select the appropriate Cultural Studies course that fulfills the credit requirement for both cultural studies and either social sciences (9 required credit hours) or humanities (3 credits English Composition I, 3 credits Ethics in Healthcare, and 3 credits of humanities elective), if needed. Cultural Studies courses include: GERO303, INTL202-3, INTL205-3, MGMT215, PBHL305, RELI215, RELI316, SIGN111, SOCI222, SOCI320, SOCI324, SPAN101H.

Item #	Title	Credits
	Cultural Studies Elective	3

Major - Diagnostic Medical Sonography

Item #	Title	Credits
AHAL313	Research in Healthcare	2
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	2
AHAL223	Physics and Instrumentation	4
DMSO101	Introduction to Diagnostic Medical Sonography	1
DMSO318	Pediatric Sonography	2
DMSO322	Introduction to Vascular Sonography	3
DMSO325	Sonography of Superficial Structures	2
DMSO323	Retroperitoneal Sonography	3
DMSO335	Diagnostic Medical Sonography Skills Lab I	1
DMSO334	Abdominal Sonography	5
DMSO341	Obstetrical and Gynecological Sonography	4
DMSO344	Advanced Obstetrical Sonography	5
DMSO318	Pediatric Sonography	2
DMSO345	Introduction to Fetal Echocardiography	2
DMSO340	Diagnostic Medical Sonography Clinical Experience	5
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO432	Diagnostic Medical Sonography Board Review I	1
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO437	Diagnostic Medical Sonography Board Review II	1

Sample Curriculum Plan

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

Course Sequencing

Year 1

Fall

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

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

Spring

If a Cultural Studies course is still needed, the Humanities elective can be selected to meet this requirement.

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

Summer

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
DMSO101	Introduction to Diagnostic Medical Sonography	1
HIMS100	Medical Terminology	1

Year 2

Fall

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

Item #	Title	Credits
BIOS221	Pathophysiology	3
	Social Science Elective	3
PHIL210	Ethics in Health Care	3
	Business Management Elective	3
DMSO320	Sonography of Superficial Structures	2

Spring

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

Item #	Title	Credits
BIOS318	Cross-Sectional Anatomy	3
STAT210	Elements of Statistics	3
	Social Science Elective	3
DMSO322	Introduction to Vascular Sonography	3
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	2

Summer

Item #	Title	Credits
DMSO323	Retroperitoneal Sonography	3
DMSO335	Diagnostic Medical Sonography Skills Lab I	1
	General Elective	3

Year 3

Fall

Item #	Title	Credits
AHAL313	Research in Healthcare	2
DMSO334	Abdominal Sonography	5
DMSO341	Obstetrical and Gynecological Sonography	4

Spring

Item #	Title	Credits
DMSO318	Pediatric Sonography	2
DMSO344	Advanced Obstetrical Sonography	5
DMSO345	Introduction to Fetal Echocardiography	2
DMSO340	Diagnostic Medical Sonography Clinical Experience	5

Summer

Item #	Title	Credits
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO432	Diagnostic Medical Sonography Board Review I	1

Year 4

Fall

Item #	Title	Credits
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO437	Diagnostic Medical Sonography Board Review II	1
	Total Credits	122

School of Nursing

Bachelor of Science in Nursing

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

Students who advance place into Semester 3 of the 128 credit BSN program in Fall 2025 will follow the curriculum requirements in the 2024-2025 Catalog.

Bachelor of Science in Nursing Philosophy

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

Nursing

Nursing is an art and science, the embodiment of caring for individuals, families, and communities. It consists of a unique, integrated body of knowledge and requires clinical judgment as well as the judicious use of information management. Working within their scope of practice, the professional nurse's identity includes providing comprehensive, individualized care to promote optimal health, based on research and evidence-based practice. Nurses are leaders who collaborate with, and delegate to, members of the interprofessional healthcare team to advocate for processes and systems to support safe, compassionate, and quality care.

Human Beings

Human beings are unique and multidimensional beings with inherent worth and dignity. Nurses see clients through the lens of wholeness and interconnectedness and develop caring and healing relationships. Nurses understand that humans have the capacity to care, to learn, and to change. Human beings are autonomous and therefore are responsible for their own behaviors. Therefore, individuals, families, and communities have the right to define their own health. The interaction between human beings and the environment is dynamic.

Health

Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience. Nurses appreciate how the social, political, and economic environment influences health; attending to what is most important to well-being; and honoring personal dignity, choice, and meaning. The nurse's generation, synthesis, translation, application and dissemination of nursing scholarship and research improves health and transforms healthcare.

Education

Nursing is grounded in a unique body of knowledge. A liberal arts **education** creates the foundation for developing intellectual and practical abilities within the context of nursing practice as well as preparing students for engagement with the larger community, locally and globally. Students are exposed to a broad worldview, multiple disciplines, and ways of knowing through specific coursework. A hallmark of liberal education is the development of a personal value system that includes the ability to act ethically regardless of the situation. Students are encouraged to define meaningful personal and professional goals with a commitment to integrity, equity, and social justice. Successful integration of liberal and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, as well as the physical and natural worlds supporting an informed approach to practice. (BSN Essentials, 2021).

Professional Nursing Education

Professional nursing education is built on an integrated study of a liberal arts education. Information literacy is integrated throughout the core nursing curriculum as a foundation for evidence based practice. Graduates are well prepared to integrate

knowledge, skills, and values from the arts, sciences and humanities to provide safe quality care; advocate for patients, families, communities, and populations; and promote health equity and social justice. Lifelong learning strengthens the skills and knowledge necessary to enhance clinical judgment and improve patient care.

Nursing education seeks to ensure an understanding of the intersection of bias, structural racism, and social determinants with healthcare inequities and promote a call to action. By providing a diverse and global perspective and raising the professional and social conscience of our students, they will become health care leaders. (adapted from University of Pittsburgh, School of Nursing, 2022)

Bachelor of Science in Nursing Conceptual Framework

The conceptual framework of Bryan College of Health Sciences, School of Nursing is composed of five interrelated concepts. They include person-centered care, clinical judgment, diversity, collaboration, and professionalism.

"Person-centered care" focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area." (BSN Essentials, p. 29, 2021).

Clinical judgment is a process in which nurses utilize critical thinking and foundational skills to recognize, analyze, prioritize care, generate solutions, take actions, and then evaluate outcomes of care. Clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes (AACN, 2022).

Diversity encompasses respect for others; inclusion of all people, especially marginalized populations; and the promotion of equity in education and healthcare. By incorporating diversity, nursing aspires to promote worldwide human connectedness.

Collaboration "is the intentional interaction across professions with healthcare team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes" (BSN Essentials, p.42 2021)

Professionalism "involves the formation and cultivation of a sustainable professional identity - including accountability, perspective, collaborative disposition, and comportment - that reflects nursing's characteristics and values." (BSN Essentials, p.49 202)

Bachelor of Science in Nursing End of Program Student Learning Outcomes

1. Provide holistic person-centered care.
2. Utilize clinical judgment to provide safe care.
3. Integrate concepts of diversity into practice.
4. Collaborate with members of the healthcare team.
5. Incorporate professional nursing standards into practice.

Undergraduate Nursing Technical Standards

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

Acquire Information

- Acquire information for didactic, clinical, and technological learning experiences.
 - Example: Lecture, demonstration, observation, interview, online learning and patient assessment. Obtain clinical information and historical facts from the client and medical records.
- Acquire information from written, video, audio, and electronic sources.

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

Communication Skills

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

Interpret & Integrate Information

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

Character

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

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

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

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

Requirements for Graduation

Bachelor of Science in Nursing Degree: 120 credit hours

Attainment of the degree requires satisfactory completion of 120 semester hours of credit. These hours are divided between the nursing major and other academic study. A total of 57 semester hours of academic studies outside the nursing major is required in the areas of natural sciences, social sciences, humanities, mathematics, business/management and cultural studies. A minimum 2.0 grade point average (4.0 system) is required in each non-nursing course. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.

Honor Society for Nursing

Sigma Global Nursing Excellence, Alpha Alpha Zeta chapter

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

Bachelor of Science in Nursing (BSN)

Degree Type

Bachelor of Science

General Education Requirements

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

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

Natural Sciences

Must complete all courses listed.

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

Social Sciences

Must complete all courses listed.

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

Humanities/Fine Arts

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

Mathematics

Must complete all course listed.

Item #	Title	Credits
MATH110	Math for Healthcare Providers	3
STAT210	Elements of Statistics	3

Business Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Must complete 3 credit hours of a course with a cultural studies designation

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

BSN Core Curriculum

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

Item #	Title	Credits
NURS340	Principles of Professional Nursing	3
NURS343	Pharmacology	2
NURS346	Health Assessment Across the Lifespan	4
NURS349	Nursing Care I	7
NURS360	Community Health Nursing	4
NURS363	Psychiatric Mental Health Nursing	4
NURS366	Nursing Care II	8
NURS460	Applied Pathophysiology & Pharmacology	2
NURS463	Family and Pediatric Health Nursing	6
NURS466	Nursing Care III	8
NURS470	Research and Evidence Based Practice in Nursing	2
NURS473	Transition to Professional Nursing Practice	4
NURS476	Nursing Leadership and Management	5
NURS479	Nursing Capstone	4

Sample Curriculum Plan

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

Course Sequencing

Semester 1

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
CHEM103	Principles of Chemistry	4
SOCI101	Introduction to Sociology	3
ENGL104	English Composition I	3
MATH110	Math for Healthcare Providers	3

Semester 2

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
PSYC121	Introduction to Psychology	3
PHIL210	Ethics in Health Care	3
	Communications Elective	3

Semester 3

Item #	Title	Credits
BIOS204	Anatomy & Physiology II	4
BIOS205	Microbiology	4
PSYC201	Human Growth & Development	3
	Humanities Elective	3

Semester 4

Item #	Title	Credits
BIOS221	Pathophysiology	3
NUTR121	Nutrition	3
STAT210	Elements of Statistics	3
	Business Management Elective	3
	Cultural Studies Elective	3

Semester 5

Prerequisites: All general education courses, Basic Nursing Assistant, Basic Life Support

Item #	Title	Credits
NURS340	Principles of Professional Nursing	3
NURS343	Pharmacology	2
NURS346	Health Assessment Across the Lifespan	4
NURS349	Nursing Care I	7

Semester 6

Item #	Title	Credits
NURS360	Community Health Nursing	4
NURS363	Psychiatric Mental Health Nursing	4
NURS366	Nursing Care II	8

Semester 7

Item #	Title	Credits
NURS460	Applied Pathophysiology & Pharmacology	2
NURS463	Family and Pediatric Health Nursing	6
NURS466	Nursing Care III	8

Semester 8

Item #	Title	Credits
NURS470	Research and Evidence Based Practice in Nursing	2
NURS473	Transition to Professional Nursing Practice	4
NURS476	Nursing Leadership and Management	5
NURS479	Nursing Capstone	4
Total Credits		120

Bachelor of Science in Nursing (Accelerated)

Degree Type

Bachelor of Science

Students must have completed all [56 hours of required BSN General Education Courses](#) (everything other than GSTU101) prior to enrollment in the Accelerated Bachelor of Science in Nursing program.

Course Sequencing

Fall

Fall Block 1

Item #	Title	Credits
GSTU101X	Introduction to the Bryan College of Health Sciences Experience	1
NURS340A	Principles of Professional Nursing	3
NURS343A	Pharmacology	2
NURS346A	Health Assessment Across the Lifespan	4

Fall Block 2

Item #	Title	Credits
NURS349A	Nursing Care I	7
NURS363A	Psychiatric Mental Health Nursing	4
NURS470A	Research and Evidence Based Practice in Nursing	2

Spring

Spring Block 1

Item #	Title	Credits
NURS360A	Community Health Nursing	4
NURS366A	Nursing Care II	8
NURS460A	Applied Pathophysiology & Pharmacology	2

Spring Block 2

Item #	Title	Credits
NURS463A	Family and Pediatric Health Nursing	6
NURS466A	Nursing Care III	8

Summer

Summer Courses

Item #	Title	Credits
NURS473A	Transition to Professional Nursing Practice	4
NURS476A	Nursing Leadership and Management	5
NURS479A	Nursing Capstone	4
	Total Credits	64

Basic Nursing Assistant Course

Course Overview

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

The course provides a minimum of 77 theory and clinical hours. This meets the state and federal requirements for nursing assistant training courses. The course is a non-credit course. Students taking the course will receive a certificate of completion.

Clinical

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

Background Checks

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

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

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

Immunization Requirements

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

- Tuberculosis (TB) Screening (within 6 months of course start date)
- Seasonal influenza and COVID-19 vaccination per Bryan Health's policy

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

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

College Personnel

Board of Trustees

Melissa Newton, BA , Board Chair
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President, Bryan College of Health Sciences

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

Pete Ferguson, BA
District Administrator
Lincoln Public Schools

Beth Lau, MD, FASA
Physician (retired)
Associated Anesthesiologists, PC

Aubree McKee
Student Government President

Juan Paulo Ramirez, PhD
Independent Consultant
GIS and Human Dimensions

Jeff Schwehm, PhD
Faculty Senate Chair
Bryan College of Health Sciences

Lisa Vail, RN, DNP, NEA-BC
Chief Nursing Officer
Bryan Medical Center

Carrie Weber, BACC
Chief Audit Executive
Nelnet

Joel Weyand, MS
Financial Advisor; Edward Jones

Karen White, MS, CRNA
(retired), Associated Anesthesiologists, PC

John Woodrich, MBS
EVP/COO Bryan Health
CEO Bryan Medical Center

College Executive Leadership

President
Kelsi Anderson, PhD President
BA – North Park University
PhD – University of Nebraska Medical Center

Provost

Amy Knobbe, PhD Provost and Vice President Academic Affairs
BS – University of Nebraska-Lincoln
MS – State University of New York-Albany
PhD – University of Nebraska-Lincoln

Vice President Enrollment Management and Marketing

Ashley Schroeder, BA
BA – Nebraska Wesleyan University

Vice President of Operations & Finance

Jason Cottam, MS
BS – Peru State College
MS- John Hopkins University

Vice President of Student Affairs

Alethea Stovall, PhD
BS – Buena Vista University
MSEd – University of Nebraska-Kearney
PhD – University of Northern Colorado

Deans

Theresa Delahoyde, EdD, RN, CNE

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

Sharon Hadenfeldt, PhD, CRNA

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

[Jason States, MEd](#)

Dean of Healthcare Studies
BA – Hastings College
MA – University of Nebraska Lincoln MEd – University of Nebraska Lincoln

Julie Skrabal, EdD, RN, CNE, CNEcl

Dean of Graduate Nursing & Health Professions
BSN –Mount Marty College
MA - University of Nebraska -Lincoln
MSN - Andrews University
EdD - College of Saint Mary

Kristy Plander, PhD

Dean of Educational Development
BA – Concordia University-Nebraska
MBA – University of Nebraska-Lincoln
PhD – Northcentral University

Assistant Deans

Robin Kappler, EdD, RN
Assistant Dean of Undergraduate Nursing - Hastings
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – College of Saint Mary
EdD – College of Saint Mary

Sue Pilker, EdD, RN
Assistant Dean of Undergraduate Nursing - Lincoln
BSN – South Dakota State University
MSN – Nebraska Wesleyan University
EdD – College of Saint Mary

Directors

Val Wiemeyer, MS
Academic Support Services Director/ADA Coordinator
BA-University of Northern Iowa
MS-Kansas State University

Khoi Tran, MA
Registrar
BS – University of Nebraska Lincoln
MA – University of Nebraska Lincoln

Maggie Hackwith, MA
Director of Financial Aid
BS-University of Nebraska
MA-University of Nebraska

Grace Patrick, BS
Simulation Lab Director
BS-Mindanao State University

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

Heather St. Clair, MLIS Director of Library Services
MLIS – University of Hawaii

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

Administrative Staff

Brandi S. Basurto
Executive Assistant

Lauren Erickson, MA
Graduate Student Coordinator
BS – University of Nebraska Lincoln
MA - Doane University

Rocio Lopez
Administrative Assistant - BCHS

Jacinda Gerdes
Administrative Assistant - School of Nursing Hastings

Admissions Office

Ashley Schroeder, BA
Vice President of Enrollment Management and Marketing
BA-Nebraska Wesleyan University

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

Timmery Kozisek, MA
Recruitment Coordinator
BS – University of Nebraska-Lincoln
MA – Regent University

Amy Landgren, MA
Recruitment and Advising Coordinator
BS – Nebraska Wesleyan University

Kris Moger
Admissions Assistant

Jawad Qudus, BS
College Information Systems Administrator
BS - University of Nebraska-Lincoln

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

Alyssa Tatman, BS
Recruitment and Transfer Coordinator
BS – Bryan College of Health Sciences

Ash Wimes, MS
Senior Recruitment and Engagement Coordinator
BS – Nebraska Wesleyan University
MS – Lakeland University

Center for Excellence in Clinical Simulation

Grace Patrick, BS
Simulation Lab Director
BS-Mindanao State University

Rechel Depusoy, BS, MA
Simulation Lab Assistant
BS – Manuel S. Enverga University
MA - Southern Luzon State University

Beth Burbach, PhD, RN
Simulation Educator
BSN- D'Youville College
MSN – University of Rochester
PhD – University of Nebraska Medical Center

Educational Technology

Kristy Plander, PhD
Dean of Educational Development
BA – Concordia University-Nebraska
MBA – University of Nebraska-Lincoln
PhD – Northcentral University

Lance Chaulk, MS
Instructional Systems and Compliance Coordinator
BS - University of Charleston
MS - University of Charleston

Katherine Furse, MEd
Instructional Design and Support Specialist
BA – Doane College
MEd – Doane College

Lindsay Kruse, MEd
Instructional Design and Support Specialist
BS – University of Nebraska-Lincoln
MEd – Arizona State University

Financial Aid

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

Brenda Neemann, BS
Financial Aid Coordinator
BS – University of Nebraska-Lincoln

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

Library

Heather St. Clair, MLIS
Director of Library Services
MLIS – University of Hawaii

Cali Biaggi, MLIS
Lead Reference & Instruction Librarian
MLIS- University of Denver

Records and Registration

[Khoi Tran, MA](#)

Registrar

BS – University of Nebraska Lincoln

MA – University of Nebraska Lincoln

Jill Synovec, BS

Assistant Registrar

BS – Kansas State University

Dreia Eddie, BA

Records and Registration Assistant

BA – University of Nebraska Lincoln

Student Accounts

Alicia Arnold, AS

Student Accounts Coordinator

AS - Southeast Community College

Student Support Services

Alethea Stovall, PhD

Vice President of Student Affairs

BS – Buena Vista University

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

Val Wiemeyer, MS

Academic Support Services Director/ADA Coordinator

BA-University of Northern Iowa

MS-Kansas State University

Melinda White, RN

Health & Wellness

Diploma – Bryan Memorial Hospital School of Nursing

Lucas Wiester, MA

Academic Support Services Coordinator

BA-Avila University

MA-Nebraska Wesleyan University

Susan Ferrone, MPA, BSN, RN

Academic Support Services Coordinator

BA-Creighton University

MPA-Iowa State University

BSN-Creighton University

Faculty

Humanities and Sciences Faculty

Anisa Kaenjak Angeletti, PhD
Associate Professor, Biology
Biomedical Sciences Program Coordinator
BS – Chulalongkorn University, Bangkok, Thailand
MS – Mahidol University, Bangkok, Thailand
PhD – Illinois State University

Kay Crabtree, PhD, BSN
Professor, Biology
BSN – Creighton University
PhD – University of Nebraska-Lincoln

Mark Jones, PhD
Professor, Anatomy
BS – Purdue University
PhD – Indiana University School of Medicine

Josef Kren, PhD, ScD
Professor, Physiology
BSc – Masaryk University, Brno, Czech Republic
MSc – Masaryk University, Brno, Czech Republic
ScD – Masaryk University, Brno, Czech Republic
PhD – University of Nebraska-Lincoln

Amy Leiferman, MS
Assistant Professor, Anatomy
BS – South Dakota State University
MS – University of Nebraska-Lincoln

Irakli Loladze, PhD
Associate Professor, Mathematics
BA – Tbilisi State University, Republic of Georgia
MA – Arizona State University
PhD – Arizona State University

Jeffrey Schwehm, PhD
Associate Professor, Chemistry
BS – Southeastern Louisiana University
PhD – University of Arkansas

Paul Stevens, PhD
Professor, Social Sciences
BS – University of Nebraska-Kearney
MS – Creighton University
PhD – Kansas State University

Sonography Faculty

Cindy Blake, MEd, RDMS, RVT
Assistant Professor/Clinical Coordinator
AS – Bryan College of Health Sciences
BA – University of Nebraska-Lincoln
MEd – Doane College
RDMS, RVT – American Registry for Diagnostic Medical Sonography

Renee Hathaway, PhD RVT
Professor, Vascular Sonography/CVT Program Director
AAS - Southeast Technical Institute
BS - University of South Dakota
MEd – Doane College
PhD – University of Nebraska-Lincoln
RVT - American Registry for Vascular Sonography

Julie Morbach, MA, RDMS, RVT, RT(R)
Assistant Professor, DMS Program Director
AA – Mid-Plains Community College
BS – University of Nebraska Medical Center
MA – University of Nebraska-Lincoln
RDMS, RVT – American Registry for Diagnostic Medical Sonography

Stacey Shutts, MEd, RDCS
Assistant Professor, Adult Cardiac Sonography
BS – Bryan College of Health Sciences
MEd – Doane University
RDCS – American Registry for Cardiac Sonography

Nursing Faculty

Lindsay Beil, MSN, RN
Assistant Professor
BS – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Melinda Bentjen, EdD, RN
Professor
Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences
EdD – Bryan College of Health Sciences

Melissa Blome, EdD, RN
Associate Professor
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Kelly Boyd, EdD, RN
Associate Professor
BSN - Union College
MSN - Nebraska Wesleyan University
EdD- Bryan College of Health Sciences

Julie Bratt, MSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Kara Burbach, MSN, RN
Assistant Professor
BSN – University of Nebraska Medical Center
MSN – Kaplan University

Amanda Fox, EdD, RN
Associate Professor
ADN – Southeast Community College
BSN – Nebraska Wesleyan University
MSN – Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Janelle Francis, DNP, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – Norwich University School of Graduate
DNP – Grand Canyon University

Lindsey Francis, MSN, RN
Assistant Professor
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences
Doctoral Study - Bryan College of Health Sciences

Nancy Hula, MSN, RN
Assistant Professor
BSN - Creighton University
MSN – Nebraska Methodist College

Ashley Kennedy, EdD, RN
Professor
ADN – Southeast Community College
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
EdD – Clarkson College

Heidi Little, EdD, MBA, RN
Associate Professor
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – Nebraska Wesleyan University
MBA – Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Stacy McCann, MSN, RN
Assistant Professor
BSN – Nebraska Methodist College
MSN – Nebraska Wesleyan University
Doctoral Study - University of Northern Colorado

Tasha Pfenning, MSN, RN
Assistant Professor-Skills Lab Coordinator & BNA 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
Professor
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences
EdD – Bryan College of Health Sciences

Kyle Steinhauser, MSN, RN
Assistant Professor
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Michelle Summers, EdD, RN
Professor
Diploma - Bryan School of Nursing

BSN - Nebraska Wesleyan University
MSN – Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Kristin Thorberg, BSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Jackie Weise, MSN, RN
Assistant Professor
BSN – Union College
MSN – Bryan College of Health Sciences

Course Descriptions

Basic Nursing Assistant

NURA102L: Basic Nursing Assistant Lab

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

Prerequisites

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

Concurrent

NURS102X Basic Nursing Assistant

NURA102X: Basic Nursing Assistant (non-credit)

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

Prerequisites

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

Concurrent

NURS102L Basic Nursing Assistant Lab.

Business/Management

ECON302: Economics of Aging

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

Credits 3

ECON404: Healthcare Economics

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

Credits 3

MGMT210: Leadership and Organizational Behavior

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

Credits 3

MGMT215: Global Healthcare Delivery and Financing

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

Credits 3

MGMT402: Human Resource Management

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

Credits 3

MGMT403: Healthcare Finance and Budgeting

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

Credits 3

MGMT405: Legal Issues in Healthcare Management

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

Credits 3

MGMT410: Healthcare Management Field Experience

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

Credits 1

MGMT412: Healthcare Marketing

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

Credits 3

MGMT415: Healthcare Quality

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

Credits 3

MGMT420: Demystifying Telehealth

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

Credits 3

MGMT425: Medical Laboratory Management Essentials

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

Credits 3

MGMT430: Virtual Care, Virtually Anywhere

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

Credits 3

Communications

COMM103: Public & Interpersonal Communication

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

Credits 3

COMM104: Public Speaking

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

Credits 3

Cultural Studies

GERO303: Sociocultural Aspects of Aging

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

Credits 3

Prerequisites

SOCL101 Introduction to Sociology or instructor permission.

INTL202-2: Academic Travel Abroad

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

Credits 2

INTL202-3: Academic Travel Abroad

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

Credits 3

INTL205-2: International Service Learning

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

Credits 2

INTL205-3: International Service Learning

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

Credits 3

MGMT215: Global Healthcare Delivery and Financing

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

Credits 3

PBHL305: Global Health

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

Credits 3

RELI215: Comparative Religion

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

Credits 3

RELI316: Christian Spirituality and Healthcare

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

Credits 3

SIGN111: Sign Language for Healthcare Providers I

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

Credits 3

SOCI222: Global Community: Cultural Diversity & Healthcare

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

Credits 3

SOCI320: Gender and Sexuality Studies

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

Credits 3

Prerequisites

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

SOCI324: Applying Cultural Diversity in Health and Illness

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

Credits 3

SPAN101H: Beginning Spanish I for Health Professions

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

Credits 3

SPAN215: Spanish International Service Learning

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

Credits 3

SPAN313: Latinos in the United States

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

Credits 3

General Studies

GSTU101: Introduction to the Bryan College of Health Sciences Experience

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

Credits 1

GSTU101X: Introduction to the Bryan College of Health Sciences Experience

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

Credits 1

Prerequisites

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

GSTU105: Introduction to Health Professions

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

Credits 1

HIMS100: Medical Terminology

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

Credits 1

Health Professions

AHAL223: Physics and Instrumentation

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

Credits 4

Prerequisite Courses

MATH105

PHYS105

PHYS210

AHAL313: Research in Healthcare

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

Credits 2

Co-Requisite Courses

STAT210

AHAL314: Issues and Trends in Health Professions

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

Credits 2

AHAL430: Health Professions Capstone

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

Credits 3

Prerequisites

Senior status.

HCST415: Preparation for Professional Practice

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

Credits 1

HCST417: Senior Internship/Practicum

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

Credits 3

HCST420: Capstone

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

Credits 3

Prerequisites

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

Humanities/Fine Arts

ENGL104: English Composition I

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

Credits 3

ENGL154: English Composition II

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

Credits 3

Prerequisites

ENGL104 English Composition I.

HIST225: History of Military Medicine

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

Credits 3

INTL202-2: Academic Travel Abroad

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

Credits 2

INTL202-3: Academic Travel Abroad

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

Credits 3

INTL205-2: International Service Learning

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

Credits 2

INTL205-3: International Service Learning

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

Credits 3

PHIL210: Ethics in Health Care

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

Credits 3

RELI215: Comparative Religion

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

Credits 3

RELI316: Christian Spirituality and Healthcare

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

Credits 3

SIGN111: Sign Language for Healthcare Providers I

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

Credits 3

SPAN101H: Beginning Spanish I for Health Professions

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

Credits 3

SPAN215: Spanish International Service Learning

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

Credits 3

SPAN313: Latinos in the United States

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

Credits 3

Mathematics

MATH095: Beginning Algebra

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

Credits 2

Prerequisites

Course placement by examination.

MATH105: Intermediate Algebra

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

Credits 3

Prerequisites

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

MATH110: Math for Healthcare Providers

Primary topics in this course include: medication dosage calculations; measurement systems and conversions; interpretation of medication orders and labels; calculation methods for oral, parenteral, and intravenous medications; and specialized dosing considerations. Emphasis will be placed on patient safety and accuracy in medication administration across diverse clinical settings

Credits 3

MATH155: College Algebra

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

Credits 3

Prerequisites

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

MATH205: Calculus

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

Credits 4

Prerequisites

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

STAT210: Elements of Statistics

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

Credits 3

Natural Sciences

BIOS110: General Biology

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

Credits 4

Concurrent

BIOS110L General Biology Lab.

BIOS120: Cell Biology

This course is designed to give students an understanding of the structure and function of the cell. Topics will include the organization of the eukaryotic cell into organelles, metabolism of the major macromolecules in the cell, the central dogma of molecular biology, cell motility and division, as well as signal transduction.

Credits 4

Concurrent

BIOS120L Cell Biology Lab.

BIOS150: Scientific Literacy

This survey course explores fundamental scientific concepts necessary to function in a modern industrial society. Students will discuss historic and recent scientific theories and develop skills necessary to become a critical consumer of scientific information.

Credits 1

BIOS203: Anatomy & Physiology I

This course is to provide the information about the normal structure and functioning of the human body. Major topics covered include cell biology and chemistry, body tissues, the integumentary system, skeleton, joints, muscles, and the nervous system.

Credits 4

Concurrent

BIOS203L Anatomy & Physiology I lab.

BIOS204: Anatomy & Physiology II

This course provides information about the normal structure and function of the human body. Major topics covered include the endocrine system; cardiovascular system; lymphatic and immune system; respiratory system; digestive system and metabolism; urinary system; fluid, electrolyte, and acid/base balance; reproductive system; and human development and inheritance.

Credits 4

Prerequisite Courses

BIOS203

Concurrent

BIO204L Anatomy & Physiology II Lab.

BIOS205: Microbiology

This course is designed to give a basic understanding of the biology of microorganisms including viruses, bacteria, protozoans, fungi, algae and helminths. The course will also discuss the interaction of microorganisms with the human body including the human immune system. Finally the course will briefly discuss diseases affecting different parts of the human body. The laboratory will include the study of the elementary principles and methods of bacteriology and other microorganisms and their relationship to health and disease. Basic concepts of control and prevention of disease are introduced including transmission, incubation, growth and control. The laboratory will not always correspond with the lecture topics as it focuses primarily on the growth, identification and control of bacteria.

Credits 4

Concurrent

BIOS205L Microbiology Lab.

BIOS221: Pathophysiology

Basic concepts of pathophysiology are introduced beginning with a major focus on cellular functions and pathology. These concepts serve as the foundation for the course as pathological changes and their manifestations, including inflammation, in major body systems are examined. Alterations in body fluid and electrolyte homeostasis, acid-base balance, digestive, urinary, respiratory, cardiac, endocrine, neurological and musculoskeletal functions are emphasized.

Credits 3

Prerequisites

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

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS301: Computer Simulations in Biomedical Sciences

An introduction to computer simulation of dynamic biomedical systems modeling that will include theoretical studies and hands-on modeling experience. It will familiarize students with systems analysis and modeling with applications and case studies drawn primarily from human physiology, microbiology, and pharmacology. Students will learn how to formulate, build, and analyze models.

Credits 3

Prerequisites

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

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS302: Bioinformatics

This course is designed to introduce students to the field of bioinformatics and genomics. An examination of the genomic organization of viral, bacterial, plant, animal, and human organisms will be performed. The central role of bioinformatics in managing and mining the vast amounts of biological information generated from the genome projects will be emphasized. This course will provide foundation for system biology and pathology informatics.

Credits 3

Prerequisites

BIOS203 Anatomy and Physiology I and BIOS204 Anatomy and Physiology II OR BIOS234 Anatomy and BIOS235 Physiology; BIOS120 Cell Biology or CHEM 103 Principles of Chemistry.

Prerequisite Courses

BIOS203
BIOS204
BIOS334
BIOS335
BIOS120
CHEM103

BIOS303: Introduction to Epidemiology

This course introduces basic epidemiologic principles including surveillance, study design and critical analysis of data. Critical thinking skills are developed in understanding disease transmission, prevention, causality including environmental and genetic factors, and measurement of risk. Topics to be discussed include historical perspectives of epidemiologic measures of disease occurrence and of association, clinical epidemiology, disease screening and study design.

Credits 3

Prerequisite Courses

BIOS205
STAT210

BIOS304: Immunology

An introduction of concepts in immunology and their role and importance in various human diseases. Topics that may be included, but not limited to, are development of the immune system, structure and function of cellular and humoral components, immune responses to infections, vaccine development, tumors, autoimmune disorders, allergies, and immune deficiencies and AIDS.

Credits 3

Prerequisite Courses

BIOS203
BIOS204
BIOS334
BIOS335
BIOS110
BIOS120

BIOS305: Virology

This course is an overview of virology as it applies to human health and disease. A broad discussion of the molecular mechanisms of viral pathology will be provided. Viral evolution and dynamics of infection in the presence of a host immune response will be explored. Further, insight will be given as to how viruses are able to maintain themselves in reservoir species and cause outbreaks in the human population.

Credits 3

Prerequisite Courses

BIOS120

BIOS310: Genetics

This course offers an overview of the principles of genetics including Mendelian and modern concepts of heredity. In this course inheritance will be examined in terms of classical or transmission genetics and also at the molecular level through the study of structure, function and expression of the DNA molecules themselves in prokaryotic and eukaryotic cells. Developments in molecular genetics will be addressed through the chemistry and physiology of the gene and the nature of gene action. Students will develop critical thinking skills in the application of current genetic knowledge and laboratory techniques.

Credits 3

Prerequisite Courses

BIOS120

BIOS203

BIOS204

BIOS334

BIOS335

BIOS312: Embryology

This course provides students the essentials of embryological development of the human. Topics covered include reproduction, fertilization, development of the embryo, the fetal period, organogenesis, birth defects, and the cellular and molecular basis of development.

Credits 3

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS315: Human Infectious Diseases

The course examines the infectious cycle, diagnosis, and treatment of various medically important microorganisms. A survey of the immune system and how microorganisms subvert this defense system will also be addressed.

Credits 3

Prerequisite Courses

BIOS205

BIOS318: Cross-Sectional Anatomy

Cross-sectional Anatomy is an advanced anatomy course that discusses anatomical structures of the body located in an array of multiple imaging planes. Characteristic appearances of anatomical structures will be discussed as they apply to Computer Tomography (CT), Magnetic Resonance Imaging (MRI), and Ultrasound. Anatomically abnormal aspects of major body structures will be addressed and reviewed through identification exercises and assignments when applicable

Credits 3

Prerequisite Courses

BIOS203

BIOS204

BIOS334

Concurrent

BIOS320: Biochemistry

This course deals with the structure and function of biological macromolecules as well as the major metabolic pathways of the cell. Special emphasis will be placed on protein chemistry as it relates to enzyme kinetics. The energetics and regulation of the major routes of metabolism in the cell will be discussed.

Credits 4

Prerequisite Courses

BIOS120

CHEM220

Concurrent

BIOS320L Biochemistry Lab.

BIOS325: Medicinal Chemistry

This course will introduce the scientific concepts that describe the therapeutic and pharmacological activities of drug molecules. Students will explore the chemical properties of functional groups present in drug molecule solubility, the stereochemistry of drug molecules, interactions between drug molecules and drug targets, metabolic transformations of drug molecules, and the structure function relationships of drug molecules.

Credits 3

Prerequisite Courses

CHEM220

BIOS330: Scientific Research Methodology

This course introduces students to the field of research. It examines the research process and introduces students to the various aspects of doing scientific research, providing practical advice and insight in the field. Covered topics include hypothesis formulation, theory construction, data collection techniques, ethical issues in research and research design.

Credits 3

Prerequisites

12 credits in the Biomedical Sciences

Prerequisite Courses

BIOS150

Co-Requisite Courses

STAT210

BIOS331: Advanced Pathophysiology

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

Credits 3

Prerequisite Courses

BIOS221

BIOS334: Human Anatomy

Human Anatomy is a study of the structure of the human body with an emphasis on clinical relevance and applications. The course will study human gross anatomy using a regional approach, including, the thorax, abdomen, pelvis and perineum, back, lower limb, upper limb, head and neck.

Credits 4

Concurrent

BIOS334L Human Anatomy Lab

BIOS335: Human Physiology

This course examines the basic function of the human body. Introduction to neural and hormonal homeostatic control mechanisms, as well as the study of the musculoskeletal, cardiovascular, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems.

Credits 4

Prerequisites

BIOS110 General Biology or BIOS120 Cell Biology.

Prerequisite Courses

BIOS110

BIOS120

Concurrent

BIOS335L Human Physiology Lab.

BIOS410: Molecular Biology

The aim of this course is to introduce the students to modern concepts of molecular biology. Topics will include the structure and function of nucleic acids, molecular mechanisms of signal transduction, gene expression and regulation, and applications of molecular biology in biotechnology and biomedical research. Students will also gain experience with current molecular biology laboratory techniques.

Credits 4

Prerequisite Courses

BIOS320

Concurrent

BIOS410L Molecular Biology Lab.

BIOS425: Cancer Biology

This course is designed to introduce students to the study of cancer by integrating knowledge in biology, genetics, biochemistry, and physiology. Students will explore how cancer-related genes, certain viruses, and environmental factors lead to cancer, as well as how cancer spreads. Students will also apply these concepts to investigate the diagnosis, prevention, and therapy of cancer.

Credits 3

BIOS445: Field Research Experience

This course is an independent research project conducted by the student. Students will formulate a research question, gather background information from published sources, design experiments, and collect data. Students will learn to critically evaluate, process and analyze collected data. The course will also focus on correct interpretation of results and their presentation in written and oral forms.

Credits 3

Prerequisite Courses

BIOS330

BIOS480: Senior Capstone

This is a senior level course designed to synthesize the knowledge gained throughout the Biomedical Sciences curriculum with the experience in the Field Research Experiences. This course is designed to provide the student with the opportunity to apply the knowledge of scientific theoretical foundations with a biomedical application into a student-directed, faculty facilitated scholarly project. The student will work with an assigned faculty or preceptor to continue literature review and data compilation from the Field Research Experiences utilizing independent inquiry, creativity and analytical techniques culminating into a project suitable for presentation and/or publication.

Credits 1

Prerequisites

Senior status

Prerequisite Courses

BIOS330

Co-Requisite Courses

BIOS445

CHEM103: Principles of Chemistry

This course introduces chemical concepts from an inorganic, organic, and biological perspective, including the structure and physical properties of matter, chemical nomenclature, chemical bonding, and chemical reactions. Particular emphasis will be placed on concepts related to health, including functional groups, solutions, acids, and oxidation-reduction reactions. Concepts introduced in lecture will be explored further through hands-on experience in the laboratory.

Credits 4

Concurrent

CHEM103L Principles of Chemistry Lab.

CHEM110: General Chemistry I

General Chemistry I is the first in a two semester series designed to give students a fundamental understanding of chemistry. The basic principles of chemistry including states of matter, atomic structure, and atomic theory will be introduced, as well as ionic and covalent compounds and the basics of chemical reactions. When relevant, chemistry principles will be discussed from a biomedical perspective.

Credits 4

Co-Requisite Courses

MATH105

Corequisites

Or placement in a higher math course.

Concurrent

CHEM110L General Chemistry I Lab.

CHEM120: General Chemistry II

General Chemistry II is the second in a two-semester series designed to give students a fundamental understanding of chemistry. Solutions and concentration measurements as well as chemical reaction kinetics and equilibrium are discussed. Acid-Base chemistry, thermodynamics, and oxidation-reduction reactions will be studied. When relevant, chemistry principles will be discussed from a biomedical perspective.

Credits 4

Prerequisite Courses

CHEM110

Concurrent

CHEM120L General Chemistry Lab.

CHEM204: Principles of Organic Chemistry

This course provides a broad introduction to the basic principles, theories and applications of the chemistry of carbon compounds. Topics will include modern structural theory, organic nomenclature, stereochemistry, reaction mechanisms and kinetics, and an introduction to functional group chemistry. Also covers the interpretation of IR, NMR, and mass spectroscopy for the structure determination of organic compounds. Includes lab experience.

Credits 4

Prerequisites

CHEM103 Principles of Chemistry or CHEM110 General Chemistry I

Prerequisite Courses

CHEM103

CHEM110

CHEM120

Concurrent

CHEM204L Principles of Organic Chemistry Lab.

CHEM210: Organic Chemistry I

Topics of study are bonding principles, functional groups, isomerism, stereochemistry, nomenclature, synthesis and reactions of alkanes, cycloalkanes, alkenes, alkynes, alcohols, and alkyl halides. This course will examine addition, elimination, rearrangement and substitution reactions and corresponding mechanisms.

Credits 4

Prerequisite Courses

CHEM120

Concurrent

CHEM210L Organic Chemistry I Lab.

CHEM220: Organic Chemistry II

Nomenclature, properties, reactions involving aromatics, organometallics, alcohols, phenols, ethers, aldehydes and ketones, carboxylic acids and derivatives, and amines. Mechanisms include electrophilic aromatic substitution and nucleophilic addition. Students will be introduced to nuclear magnetic resonance, infrared spectroscopy, and mass spectrometry used in analysis of organic compounds.

Credits 4

Prerequisite Courses

CHEM210

NUTR121: Nutrition

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

Credits 3

PHYS105: Descriptive Physics (with lab)

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

Credits 4

Co-Requisite Courses

MATH105

MATH155

PHYS210: General Physics I (with lab)

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

Credits 4

Prerequisites

MATH205 Calculus.

PHYS220: General Physics II (with lab)

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

Credits 4

Prerequisites

PHYS210 General Physics I.

Nursing

NURS001: Nursing Transition

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

Credits 1

NURS201: Issues & Trends in Professional Nursing I

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

Credits 3

Co-Requisite Courses

GSTU101

GSTU101X

NURS207: Foundations of Nursing Practice

This course provides an introduction to fundamental nursing concepts and psychomotor skills, building a foundation for the provision of safe, person-centered care across the lifespan. Low-fidelity simulated clinical activities provide opportunity to apply knowledge, skills, and attitudes to basic competencies, while additional clinical activities promote reflection on fundamental nursing concepts.

Credits 4

Prerequisites

Successful completion of BNA Course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

BIOS205

ENGL104

HIMS100

Co-Requisite Courses

NURS201

PSYC201

Corequisites

Current CPR Certification: Basic Life Support for the Healthcare Provider (BLS)

Concurrent

NURS207L Foundations of Nursing Practice Lab.

NURS208: Health Assessment Across the Lifespan

This course presents health assessment techniques that are individualized across the lifespan. Emphasis is placed on critically thinking to differentiate between age-specific, normal and abnormal assessment findings. Low and medium-fidelity simulation activities provide opportunities to apply knowledge, skills, and attitudes to assessment competencies. Additional clinical activities provide the student opportunity to apply these concepts to select age groups.

Credits 3

Prerequisites

Successful completion of BNA course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

ENGL104

HIMS100

Co-Requisite Courses

NURS201

PSYC201

Corequisites

Current CPR Certification: Basic Life Support for the Healthcare Provider (BLS)

Concurrent

NURS208L Health Assessment Across the LifeSpan Lab

NURS221: Nursing Care I

This course is the first in a series that utilizes a body-systems and lifespan approach to nursing care for individuals, focusing on primary and secondary prevention of prevalent health conditions through application of the nursing process. Acute care clinical experiences and high-fidelity clinical simulation focus on "thinking like a nurse" to care for individuals in the provider nursing role. Emphasis is placed on clinical informatics to access health information and evidence-based practice guidelines, effective nurse-client communication, accuracy and analysis of holistic health assessments, and safe application of fundamental nursing skills.

Credits 6

Prerequisite Courses

BIOS150
CHEM103
NURS201
NURS207
NURS208
PSYC201

Co-Requisite Courses

BIOS221
NURS222
NURS223

NURS222: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on critical thinking and patient-centered approaches to the safe administration of medications to enhance health across the lifespan.

Credits 3

Prerequisite Courses

CHEM103
NURS207
NURS208

Co-Requisite Courses

BIOS221

NURS223: Clinical Judgment in Nursing

This course provides a foundation of deep comprehension of critical thinking, clinical reasoning, and clinical judgment in nursing. Students will apply evidence based frameworks, strategies, and skills using simulated clinical experiences and authentic healthcare scenarios that emphasize metacognition.

Credits 1.5

Prerequisite Courses

BIOS150
CHEM103
NURS201
NURS207
NURS208
PSYC201

Co-Requisite Courses

BIOS221
NURS221
NURS222

NURS307: Nursing Care II

This course is second in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care for individuals, expanding on primary and secondary prevention of prevalent health conditions through application of the nursing process. The course emphasizes critical thinking skills to promote interprofessional collaboration and safe, person-centered nursing care. Clinical experiences foster information management skills and expansion of nursing roles to promote health in a variety of medical-surgical, high-fidelity simulation, outpatient, and community settings.

Credits 6

Prerequisite Courses

NURS221

NURS222

SOCI101

NURS308: Psychiatric Mental Health Nursing

This course introduces theoretical foundations, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on critical thinking skills and evidence-based practice related to mental health concepts. Clinical experiences promote collaboration with the interprofessional healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 5

Prerequisite Courses

NURS221

NURS222

PSYC121

SOCI101

NURS333: Nursing Care III

This course is third in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care for individuals, emphasizing primary, secondary, and tertiary prevention of prevalent health conditions through application of the nursing process. The course focuses on expanding nursing roles and collaboration to meet multidimensional health needs in acute care, transitional care, and chronic care contexts. Clinical experiences foster independence in critical thinking and information management to promote health in a variety of medical-surgical, outpatient, high-fidelity simulation, and community settings.

Credits 6

Prerequisite Courses

NURS307

NURS308

NURS336: Family Health Nursing

This course introduces theoretical foundations, perspectives, and contemporary issues in family health nursing. The course focuses on health and nursing care of families and individuals in the childbearing years and first year of life. Clinical experiences in antepartum, intrapartum, postpartum, nursery, and pediatrics offer opportunities for provision of person-centered and evidenced-based care within the context of diverse communities.

Credits 5.5

Prerequisite Courses

NURS307

NURS308

Co-Requisite Courses

NUTR121

NURS337: Research and Evidence-based Practice in Nursing

This course integrates principles of scientific literacy, information management and person-centered care to promote health and safety of individuals within the context of organizational systems. Students will apply research, evidence-based practice, and quality improvement concepts to nursing practice.

Credits 3

Prerequisite Courses

NURS221

Co-Requisite Courses

STAT210

NURS340: Principles of Professional Nursing

This course introduces principles of professional nursing practice and clinical judgment models. Students will analyze current trends in nursing as well as historical and theoretical perspectives. A fundamental understanding of concepts related to collaboration, legal/ethical principles, and diversity are developed. Students will be introduced to evidence-based practice, priority-setting frameworks, and self-care concepts.

Credits 3

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS340A: Principles of Professional Nursing

This course introduces principles of professional nursing practice and clinical judgment models. Students will analyze current trends in nursing as well as historical and theoretical perspectives. A fundamental understanding of concepts related to collaboration, legal/ethical principles, and diversity are developed. Students will be introduced to evidence-based practice, priority-setting frameworks, and self-care concepts.

Credits 3

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS346A

NURS343A

NURS343: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on clinical judgment and person-centered approaches to the safe administration of medications.

Credits 2

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS343A: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on clinical judgment and person-centered approaches to the safe administration of medications.

Credits 2

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS346A

NURS340A

NURS346: Health Assessment Across the Lifespan

This course introduces and develops health assessment techniques to distinguish differences between normal and abnormal assessment findings. Students will collect and analyze subjective and objective data as a foundation to provide holistic, person-centered care across diverse populations. Clinical experiences provide opportunities to apply knowledge, skills, and attitudes related to assessment concepts and competencies for clients throughout the lifespan.

Credits 4

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS346A: Health Assessment Across the Lifespan

This course introduces and develops health assessment techniques to distinguish differences between normal and abnormal assessment findings. Students will collect and analyze subjective and objective data as a foundation to provide holistic, person-centered care across diverse populations. Clinical experiences provide opportunities to apply knowledge, skills, and attitudes related to assessment concepts and competencies for clients throughout the lifespan.

Credits 4

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS340A

NURS343A

NURS349: Nursing Care I

This is the first course in a series of nursing courses which introduces foundational nursing concepts for the holistic care of clients. An emphasis is placed on the development of clinical judgment to promote comprehensive nursing care. Students will begin to implement diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in the skills lab, simulation, and acute care settings.

Credits 7

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Prerequisite Courses

NURS346

NURS343

Co-Requisite Courses

NURS346

NURS349A: Nursing Care I

This is the first course in a series of nursing courses which introduces foundational nursing concepts for the holistic care of clients. An emphasis is placed on the development of clinical judgment to promote comprehensive nursing care. Students will begin to implement diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in the skills lab, simulation, and acute care settings.

Credits 7

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS363A

NURS470A

NURS360: Community Health Nursing

This course applies health promotion concepts across the lifespan in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with community partners and include analysis of community systems, health disparities, and social determinants of health.

Credits 4

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS360A: Community Health Nursing

This course applies health promotion concepts across the lifespan in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with community partners and include analysis of community systems, health disparities, and social determinants of health.

Credits 4

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS366A

NURS460A

NURS363: Psychiatric Mental Health Nursing

This course introduces foundational concepts, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on clinical judgment and evidence-based practice related to mental health. Clinical experiences promote collaboration with the healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 4

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS363A: Psychiatric Mental Health Nursing

This course introduces foundational concepts, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on clinical judgment and evidence-based practice related to mental health. Clinical experiences promote collaboration with the healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 4

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS349A

NURS470A

NURS366: Nursing Care II

This is the second course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients. An emphasis is placed on clinical judgment to promote comprehensive nursing care. Students will apply diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in high-fidelity simulation, acute care, outpatient, and community settings.

Credits 8

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS366A: Nursing Care II

This is the second course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients. An emphasis is placed on clinical judgment to promote comprehensive nursing care. Students will apply diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in high-fidelity simulation, acute care, outpatient, and community settings.

Credits 8

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS360A

NURS460A

NURS404: Nursing Care IV

This is the final course in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care of individuals and families. This course emphasizes evidence-based practice and safety in the secondary, and tertiary prevention of complex acute health conditions through application of the nursing process, critical thinking, and information management skills. Clinical experiences in urban, rural, intensive, acute, simulated, and emergent settings broaden the student's knowledge, skills, and attitudes related to collaboration, informatics, person-centered care, and safety.

Credits 6

Prerequisite Courses

NURS333

NURS336

NURS337

NURS405: Community Health Nursing

This course synthesizes health promotion concepts in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with vulnerable clients across the lifespan, including analysis of community systems, resources, and deficits.

Credits 5

Prerequisites

3 Credits of Cultural Study Elective

[NURS333](#)

[NURS336](#)

NURS420: Nursing Leadership & Management

This course synthesizes business, management, and leadership principles in the optimization of organizational systems and individual health outcomes across the care continuum. Emphasis is placed on leadership within nursing and interprofessional healthcare teams, including critical analysis of financial, legal, and ethical variables. Clinical experiences promote collaboration with nursing leaders to engage in a systems-based and evidence-based approaches to quality improvement.

Credits 3.5

Prerequisite Courses

NURS404

NURS405

Corequisites

Business/Management Elective

NURS423: Issues and Trends in Professional Nursing II

This is the final course in a series, expanding on the contemporary issues and trends in professional nursing. Students utilize theoretical, legal, political, cultural, and ethical frameworks, to emphasize nursing leadership roles and commitment to health consumers, the nursing profession, healthcare internal and external systems, and the global community.

Credits 3

Prerequisite Courses

NURS404

NURS405

NURS427: Preparation for Licensure

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

Credits 2

Prerequisites

This course is taken during the final semester.

[NURS404](#)

[NURS405](#)

NURS428: Special Topics in Nursing

This clinical nursing course is designed to assist the student in further synthesizing knowledge, skills, and attitudes attained during the first half of the nursing curriculum. A variety of clinical settings will promote precision of psychomotor skills, application of curriculum concepts, and commitment to our global community.

Credits 3

Prerequisites

NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing.

NURS432: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the curriculum through working with an assigned preceptor in a clinical practice area aligned with individual student goals. Clinical learning experiences foster transition into professional practice by allowing students to engage in the full scope of professional nursing roles, and to demonstrate critical thinking and clinical judgment while embracing collaboration and leadership skills to provide person-centered care. Emphasis is placed on use of information management skills to guide safe decision-making. A scholarly oral capstone presentation demonstrates integration of general education and nursing program curricular outcomes.

Credits 4.5

Prerequisites

This course is to be taken final semester.

[NURS404](#)

[NURS405](#)

NURS460: Applied Pathophysiology & Pharmacology

This course expands on nursing knowledge of physiologic alterations and pharmacologic therapy to address the needs of clients with various conditions through the lifespan. Students will formulate management of care by analyzing pathophysiologic responses accompanying acute and chronic conditions. The effects of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of medications to treat conditions is emphasized.

Credits 2

Prerequisite Courses

NURS360

NURS363

NURS366

NURS460A: Applied Pathophysiology & Pharmacology

This course expands on nursing knowledge of physiologic alterations and pharmacologic therapy to address the needs of clients with various conditions through the lifespan. Students will formulate management of care by analyzing pathophysiologic responses accompanying acute and chronic conditions. The effects of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of medications to treat conditions is emphasized.

Credits 2

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS366A

NURS360A

NURS463: Family and Pediatric Health Nursing

This nursing course is designed to prepare students to provide comprehensive nursing care to neonatal, pediatric, obstetrical, and gynecological clients. The course focuses on enhancing students' clinical judgment, collaboration, and professional attributes. Emphasis is placed on diverse perspectives and practices surrounding family health and situations which influence person-centered nursing care. Clinical experiences include antepartum, intrapartum, postpartum, nursery, neonatal intensive care, pediatrics and simulation.

Credits 6

Prerequisite Courses

NURS360

NURS363

NURS366

NURS463A: Family and Pediatric Health Nursing

This nursing course is designed to prepare students to provide comprehensive nursing care to neonatal, pediatric, obstetrical, and gynecological clients. The course focuses on enhancing students' clinical judgment, collaboration, and professional attributes. Emphasis is placed on diverse perspectives and practices surrounding family health and situations which influence person-centered nursing care. Clinical experiences include antepartum, intrapartum, postpartum, nursery, neonatal intensive care, pediatrics and simulation.

Credits 6

Prerequisite Courses

NURS366A

NURS460A

NURS360A

Co-Requisite Courses

NURS466A

NURS466: Nursing Care III

This is the final course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients with complex health conditions. An emphasis is placed on enhancing clinical judgment to promote comprehensive nursing care. Students will further refine their nursing role by integrating diversity concepts, collaboration, professionalism, and leadership skills to provide safe, person-centered care. Clinical experiences take place in urban, intensive, acute, simulated, and emergent settings.

Credits 8

Prerequisite Courses

NURS360

NURS363

NURS366

NURS466A: Nursing Care III

This is the final course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients with complex health conditions. An emphasis is placed on enhancing clinical judgment to promote comprehensive nursing care. Students will further refine their nursing role by integrating diversity concepts, collaboration, professionalism, and leadership skills to provide safe, person-centered care. Clinical experiences take place in urban, intensive, acute, simulated, and emergent settings.

Credits 8

Prerequisite Courses

NURS366A

NURS460A

NURS360A

Co-Requisite Courses

NURS463A

NURS470: Research and Evidence Based Practice in Nursing

This course synthesizes principles of scientific literacy, information management, and person-centered care to promote health and safety of clients within the context of organizational systems and improving clinical practice. Students will participate in scholarly inquiry, learn basic research methodologies, and critically evaluate evidence.

Credits 2

Prerequisite Courses

NURS460

NURS463

NURS466

NURS470A: Research and Evidence Based Practice in Nursing

This course synthesizes principles of scientific literacy, information management, and person-centered care to promote health and safety of clients within the context of organizational systems and improving clinical practice. Students will participate in scholarly inquiry, learn basic research methodologies, and critically evaluate evidence.

Credits 2

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS349A

NURS363A

NURS473: Transition to Professional Nursing Practice

This course serves to foster a seamless transition into professional nursing practice while also preparing students for the National Council Licensure Examination (NCLEX) for Registered Nurses. Students will examine contemporary issues and trends in professional nursing while analyzing healthcare systems. Through personalized adaptive testing, students will evaluate individual mastery of curricular concepts and identify content gaps through an individualized action plan.

Credits 4

Prerequisite Courses

NURS460

NURS463

NURS466

NURS473A: Transition to Professional Nursing Practice

This course serves to foster a seamless transition into professional nursing practice while also preparing students for the National Council Licensure Examination (NCLEX) for Registered Nurses. Students will examine contemporary issues and trends in professional nursing while analyzing healthcare systems. Through personalized adaptive testing, students will evaluate individual mastery of curricular concepts and identify content gaps through an individualized action plan.

Credits 4

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS476A

NURS479A

NURS476: Nursing Leadership and Management

This course synthesizes business, management, and leadership principles within organizational systems. Students will analyze nursing leadership concepts including financial, legal, and ethical variables. Clinical experiences involve delegation, prioritization, quality improvement, and collaboration with interdisciplinary healthcare providers of various scopes of practice.

Credits 5

Prerequisite Courses

NURS460

NURS463

NURS466

NURS476A: Nursing Leadership and Management

This course synthesizes business, management, and leadership principles within organizational systems. Students will analyze nursing leadership concepts including financial, legal, and ethical variables. Clinical experiences involve delegation, prioritization, quality improvement, and collaboration with interdisciplinary healthcare providers of various scopes of practice.

Credits 5

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS473A

NURS479A

NURS479: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the nursing curriculum. Experiential learning opportunities are designed to engage students in the full scope of registered nursing roles and to promote a successful transition into professional practice, primarily through a preceptorship experience in a clinical practice area. Students will further refine their clinical judgment while integrating diversity concepts, collaboration, and leadership skills to provide safe, person-centered care.

Credits 4

Prerequisite Courses

NURS460

NURS463

NURS466

NURS479A: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the nursing curriculum. Experiential learning opportunities are designed to engage students in the full scope of registered nursing roles and to promote a successful transition into professional practice, primarily through a preceptorship experience in a clinical practice area. Students will further refine their clinical judgment while integrating diversity concepts, collaboration, and leadership skills to provide safe, person-centered care.

Credits 4

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS473A

NURS476A

Phlebotomy (non-credit)

MEDT101X: Phlebotomy (non-credit)

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

Credits 0

Prerequisites

Must be 16 years of age or older.

Social Sciences

GERO303: Sociocultural Aspects of Aging

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

Credits 3

Prerequisites

SOCL101 Introduction to Sociology or instructor permission.

GERO310: Death and Dying

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

Credits 3

INTL202-2: Academic Travel Abroad

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

Credits 2

INTL202-3: Academic Travel Abroad

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

Credits 3

INTL205-2: International Service Learning

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

Credits 2

INTL205-3: International Service Learning

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

Credits 3

PBHL201: Introduction to Public Health

An introductory course to provide an overview of the context and scope of public health. Of emphasis are population health tools, such as policy and law, social issues, health communications and informatics; epidemiology topics including biomedical basis of disease and disease prevention; public health systems including interdisciplinary concepts, organization of health care and costs; and focus areas such as health disparities, vulnerable populations and disaster management. Public health history, current issues and future trends will be discussed.

Credits 3

PBHL301: Introduction to Environmental and Occupational Health

This course surveys the history of environmental and occupational health, the continuum from exposure to disease, controls in the workplace, health hazards, legal and regulatory issues, and methods in comprehensive workplace health improvement. Topics may include concepts in current and emerging environmental health issues such as water pollution, sanitation, pesticides, hazardous waste, energy usage, and climate change. Occupational and workplace topics may include health issues as diverse as radiation, biological hazards, injury prevention and social considerations such as stress and harassment.

Credits 3

Prerequisites

PBHL201 Introduction to Public Health.

Recommended Prerequisites

PBHL201 Introduction to Public Health.

PBHL305: Global Health

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

Credits 3

PSYC121: Introduction to Psychology

Includes study of the basic principles of development, the origins of human behavior, and the physical, mental, emotional and social development of the individual. Psychological principles of human behavior including theories of learning, motivation, emotion, perception, thought, intelligence, and personality, psychological, cognitive, and emotional development will be discussed.

Credits 3

PSYC201: Human Growth & Development

Includes the study of physical, psychological and social development of the human being from conception to death. Focuses on characteristic changes that take place, when they occur, and their causes and influences on behavior in cohort groups or in the individual. Prominent developmental theories and stages of growth and development across the life span are discussed.

Credits 3

PSYC321: Abnormal Psychology

This course introduces the student to the most current concepts of mental and emotional disorders. The focus will be on causes and types of psychological disorders as well as a brief review of the history and theories of abnormal psychology. Students will become familiar with symptoms of the numerous psychological disorders and develop an understanding of the importance of treatment and ongoing research in this area.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology.

PSYC322: Interpersonal Relations in Healthcare Professions

This course examines various psychological and communication theories to provide a foundation for understanding dynamics of the patient/practitioner relationship. Desired outcome will encompass the student's ability to have a professional practitioner-patient relationship as well as an improved awareness of self within the healthcare profession. Topics will include but are not limited to: conflict resolution, therapeutic communications processes, professional boundaries, advanced listening skills, self-disclosure, dual relationships, codependency, positive self-care, relationship dynamics, and cultural competencies in a diverse environment.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology OR SOCI101 Introduction to Sociology; or instructor permission.

SOCI101: Introduction to Sociology

This course includes study of association and communication, the nature and types of human groups, and the nature and growth of culture, social organizations, and social institutions. The student will study the basic concepts of society and how society influences human behavior.

Credits 3

SOCI222: Global Community: Cultural Diversity & Healthcare

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

Credits 3

SOCI320: Gender and Sexuality Studies

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

Credits 3

Prerequisites

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

SOCI323: Healthcare Response to Violence in Society

This course will discuss the different types of violence seen in communities across the nation and the world. Acts of violence come in many forms, such as intimate partner violence, teen dating violence, gangs, workplace violence, disasters, wars, human trafficking, and many more. The course will examine how individuals and healthcare workers respond to this violence, and how it affects patients, co-workers, and individuals.

Credits 3

SOCI324: Applying Cultural Diversity in Health and Illness

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

Credits 3

SOCI327: Personality and Social Structure

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

Credits 3

Prerequisites

PSYC121 Introduction to Psychology or SOCI101 Introduction to Sociology.

Sonography

AHAL315: Sonography Principles and Instrumentation: Board Review and Current Topics

This course prepares the student to sit for the Sonography Physics and Instrumentation registry exam. The student will review materials from previous coursework while completing board review questions and case studies throughout the semester. Current and emerging technologies and topics will be discussed.

Credits 2

Prerequisite Courses

BIOS221

DMSO325

Co-Requisite Courses

BIOS318

DMSO322

DMSO201

CARD312: Adult Cardiac Sonography Skills I

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

Credits 1

Prerequisite Courses

AHAL223

CVTD226

CVTD230

NURA102X

Co-Requisite Courses

CARD340

CARD314: Adult Cardiac Sonography Skills II

This course builds on skills learned in Adult Cardiac Sonography Skills I. It provides additional hands-on practice in a skills lab setting. The student learns how to use the analysis package and techniques to evaluate pathologies and continues to gain experience in preparation for completing full adult cardiac sonography examinations.

Credits 1

Prerequisite Courses

CARD312

CARD340

Co-Requisite Courses

CARD345

CARD347

CARD330X: Cross-Training Module: Adult Cardiac Sonography (Not for credit)

This course studies anatomy, physiology, view planes, and landmarks specific to the heart. Cardiac pathologies and evaluation of them using different cardiac imaging modalities, echocardiographic techniques, and cardiac calculations will be introduced. Embryology and congenital heart defects will also be discussed.

Prerequisites

ARDMS or CCI registered in one specialty of sonography (must provide ARDMS or CCI number) or instructor permission.

CARD335X: Cross-Training Module: Pediatric Echocardiography (Not for credit)

This course studies anatomy, physiology, view planes and landmarks specific to pediatric echocardiography. The recognition and evaluation of congenital heart pathology and repairs in the pediatric patient using echocardiographic techniques and cardiac calculations will be introduced. Acquired pediatric heart disease, fetal cardiac development and neonatal cardiac findings will also be discussed.

Credits 0

Prerequisites

ARDMS or CCI registered in one specialty of sonography (must provide ARDMS or CCI number) or instructor permission.

CARD340: Core I: Adult Cardiac Sonography

This course studies anatomy, physiology, and instrumentation of the cardiac ultrasound machine. Basic 2D, M-mode, and Doppler principles will be introduced.

Credits 6

Prerequisite Courses

AHAL223

CVTD226

CVTD230

Co-Requisite Courses

CARD312

CARD345: Adult Cardiac Sonography Clinical Experience

The student will participate in activities in the clinical setting within the boundaries of the course and will continue to gain experience in obtaining non complex adult echocardiograms as well as obtaining valve areas, evaluating regurgitant lesions, and extraction of pressures from measured volumes. Mechanical assist devices, stress testing, and assisting with transesophageal echocardiograms and contrast studies will also be introduced.

Credits 0.5

Prerequisites

CPR BLS for Healthcare Provider

Prerequisite Courses

CARD312

CARD340

Co-Requisite Courses

CARD314

CARD347

CARD347: Core II: Adult Cardiac Sonography

This course addresses cardiac hemodynamic formulas as well as all the pathologies associated with the heart and how to evaluate them using the different modalities of cardiac ultrasound. Embryology and congenital defects of the heart are also discussed.

Credits 6

Prerequisite Courses

CARD312

CARD340

MATH155

Co-Requisite Courses

CARD314

CARD345

CARD430: ACS Board Review

Course content integrates theoretical and clinical knowledge from all previous course work pertaining to adult cardiac sonography. Topics covered may include concepts in advanced cardiac anatomy, physiology and pathology, different modalities of cardiac ultrasound, echocardiography examination techniques, measurements and equations. The curriculum is designed to provide the student with the opportunity to develop and demonstrate sufficient study skills and knowledge to competently take the adult echocardiography ARDMS registry exam.

Credits 1

Prerequisites

Or instructor permission

Prerequisite Courses

CVTD350

Co-Requisite Courses

CVTD416

VASC430

CVTD226: Cardiovascular Physiology

This course covers the major principles and laws that correspond to the function of the cardiovascular system. The course begins with an overview of anatomy of the cardiovascular system including descriptions of electrophysiologic principles. Cardiac function and analysis of the circulation and the pathologic conditions that affect it will be reviewed.

Credits 4

Prerequisite Courses

BIOS204

PHYS105

CVTD230: Principles of EKG

This course is designed to teach principles of electrocardiograms including information necessary to interpret and understand normal and abnormal cardiac rhythms.

Credits 3

Prerequisite Courses

BIOS203

Co-Requisite Courses

BIOS204

CVTD303: Skills Enhancement I

This course is designed for the student who has completed Clinical Practicum I to maintain and enhance previously learned sonography skills while completing core courses in a second modality. Experience will take place in both the clinical setting and the skills lab.

Credits 1

Prerequisite Courses

CVTD341

CVTD305: Skills Enhancement II

This course is a continuation of Sonography Skills Enhancement I. It is designed for the student who has completed Clinical Practicum I to maintain and enhance previously learned sonography skills while completing core courses in a second modality. Experience will take place in both the clinical setting and the skills lab.

Credits 1

Prerequisite Courses

CVTD303

CVTD341: Clinical Practicum I

This course is designed to provide hands-on experience in performing complete adult cardiac or vascular sonographic exams in the clinical setting. The types of exams (adult cardiac or vascular) performed in this course will depend on the modality for which the student has been prepared. The student will be interacting with physicians, sonographers and patients. Preceptors will be assigned to act as mentors to the student to ensure a positive experience.

Credits 4

Prerequisites

CARD314 Adult Cardiac Sonography Skills II or VASC316 Vascular Sonography Skills II; CARD345 Adult Cardiac Sonography Clinical Experience or VASC347 Vascular Sonography Clinical Experience; CARD347 Core II: Adult Cardiac Sonography or VASC343 Core II: Vascular Sonography.

Prerequisite Courses

CARD314

CARD345

CARD347

VASC316

VASC347

VASC343

CVTD350: Clinical Practicum II

In the clinical setting, the student will interact with cardiologists and vascular surgeons, other cardiac and vascular sonographers, and patients. The student will gain experience in performing complete carotid, lower and upper arterial and venous studies, and transthoracic, transesophageal, and stress echoes, focusing on newly acquired skills. Preceptors will be assigned to act as mentors to the student to ensure a positive experience.

Credits 7

Prerequisite Courses

CARD314

CARD345

CARD347

CVTD305

CVTD341

VASC316

VASC343

VASC347

CVTD416: Clinical Practicum III

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

Credits 9.5

Prerequisite Courses

CVTD350

CVTD425: Clinical Practicum IV

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

Credits 11.5

Prerequisite Courses

CVTD416

CVTD425A: Clinical Practicum IV: Cardiac & Vascular Sonography

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

Credits 1.5

Prerequisites

CVTD415 Clinical Practicum III: Cardiac and Vascular Sonography.

CVTD430: Senior Capstone I

Credits 0.5

CVTD435: Senior Capstone II

Credits 0.5

DMSO101: Introduction to Diagnostic Medical Sonography

This course introduces students to the diagnostic medical sonography profession and serves as a foundation for educational and professional success. Perform basic scans in the skills labs to introduce equipment, knobology, and communication.

Credits 1

Co-Requisite Courses

BIOS204

AHAL223

DMSO312: Abdominal Sonography II

This course continues the study of the application of ultrasound physics and instrumentation in abdominal imaging. Scanning techniques and protocols are emphasized. Sectional anatomy of the transverse, longitudinal, and coronal planes of abdominal organs of sonographic interest include the GI tract, abdominal wall/peritoneum, and transplanted organs are studied. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Ultrasound guided biopsy/drainage is also discussed.

Credits 1

Prerequisites

DMSO320 Sonography of Superficial Structures; DMSO332 Gynecologic Sonography; DMSO333 Abdominal Sonography I; DMSO337 Diagnostic Medical Sonography Skills Lab.

Corequisites

DMSO315 Obstetrical Sonography; DMSO316 Diagnostic Medical Sonography Skills Lab/Clinical; DMSO318 Pediatric Sonography.

DMSO315: Obstetrical Sonography

This course studies sectional anatomy of the transverse, longitudinal and coronal planes of the female reproductive organs, embryo, and fetus. Normal maternal changes and fetal development throughout gestation are discussed. Embryonic and fetal measurements as well as anomalies of the first, second, and third trimester are studied. Maternal and fetal pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized.

Credits 4

Prerequisites

DMSO320 Sonography of Superficial Structures; DMSO332 Gynecologic Sonography; DMSO333 Abdominal Sonography I; DMSO337 Diagnostic Medical Sonography Skills Lab.

Corequisites

DMSO312 Abdominal Sonography II; DMSO318 Pediatric Sonography.

Concurrent

DMSO316 Diagnostic Medical Sonography Skills Lab/Clinical.

DMSO318: Pediatric Sonography

This online course is designed for a student currently enrolled within the Diagnostic Medical Sonography program. The course focuses on an introduction to ultrasound in the pediatric patient. Anatomy, pathology, and sonographic correlation in studies of the pediatric head, neck, thorax, abdomen, gastrointestinal tract, urinary system, pelvis, hip and musculoskeletal will be taught. Vascular concepts will be included where applicable. The course will include patient care, integration of data, interventional procedures, and imaging protocol.

Credits 2

Prerequisites

DMSO320 Sonography of Superficial Structures, DMSO332 Gynecological Sonography, DMSO333 Abdominal Sonography I, DMSO337 Diagnostic Medical Sonography Skills Lab

Corequisites

DMSO315 Obstetrical Sonography

DMSO318X: Cross-Training Module: Pediatric Sonography

This is an online, non-credit course for registered sonographers who wish to review ultrasound in the pediatric patient in preparation for the Pediatric Sonography registry. Anatomy, pathology, and sonographic correlation in studies of the pediatric head, neck, thorax, abdomen, gastrointestinal tract, urinary system, pelvis, hip and musculoskeletal will be reviewed. Vascular concepts will be included where applicable. The course will include sonographic physics principles, patient care, integration of data, interventional procedures, and imaging protocol.

Prerequisites

ARDMS or ARRT registered in one specialty of sonography (must provide ARDMS or ARRT number).

DMSO320: Sonography of Superficial Structures

This course studies ultrasonic imaging of superficial structures including the breast, testicles, scrotum, prostate, thyroid and parathyroid glands. Sectional anatomy of the transverse, longitudinal, and coronal planes of these organs and the associated scanning techniques and protocols are emphasized. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms.

Credits 2

Prerequisites

AHAL223 Physics and instrumentation, BIOS221 Pathophysiology

Corequisites

DMSO333 Abdominal Sonography I, DMSO337 Diagnostic Medical Sonography Skills Lab

DMSO322: Introduction to Vascular Sonography

This course offers the student the opportunity to gain introductory theory knowledge and skills in the area of vascular sonography. Focus will be on learning basic elements of carotid and venous scanning. Arterial assessment will be briefly addressed. This course does not meet any requirements for the Vascular Sonography Program.

Credits 3

Prerequisite Courses

BIOS221

DMSO325

Co-Requisite Courses

BIOS318

DMSO201

AHAL315

DMSO325: Sonography of Superficial Structures

This course studies imaging of superficial structures including the breast, testicles, scrotum, thyroid and parathyroid glands, and musculoskeletal. Sectional anatomy of these organs and the associated scanning techniques and protocols are emphasized. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacological agents, and signs and symptoms. Scans will be performed in the skills labs as part of the course.

Credits 2

Prerequisite Courses

AHAL223

DMSO101

Co-Requisite Courses

BIOS221

DMSO332: Gynecologic Sonography

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

Credits 2

Prerequisites

BIOS221 Pathophysiology; AHAL223 Physics & Instrumentation.

Corequisites

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

DMSO333: Abdominal Sonography I

This course studies the application of ultrasound physics and instrumentation in abdominal imaging. Scanning techniques and protocols are emphasized. Sectional anatomy of the transverse, longitudinal, and coronal planes of abdominal organs of sonographic interest including the renal and urinary system, adrenal glands, prostate, biliary system, pancreas and spleen are studied. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms.

Credits 4

Prerequisites

AHAL223 Physics & Instrumentation; BIOS221 Pathophysiology.

Corequisites

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

DMSO334: Abdominal Sonography

This course continues the study of the application of ultrasound physics and instrumentation in abdominal imaging. Scanning techniques and protocols are emphasized. Sectional anatomy of abdominal organs of sonographic interest including the liver, biliary system, pancreas, spleen, GI tract, abdominal wall/peritoneum, and transplanted organs are studied. Contrast enhanced ultrasound and ultrasound guided biopsy/drainage are included. Selected pathology of the organs listed is discussed along with pertinent laboratory tests, pharmacological agents, and signs and symptoms.

Credits 5

Prerequisite Courses

DMSO323

DMSO335

Co-Requisite Courses

DMSO341

Concurrent

DMSO343

DMSO337: Diagnostic Medical Sonography Skills Lab

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

Credits 2

Prerequisite Courses

AHAL223

BIOS221

Co-Requisite Courses

DMSO320

DMSO332

DMSO333

DMSO338: Diagnostic Medical Sonography Skills Lab II

The emphasis of this course is to provide supervised skills lab experiences in sonographic imaging of first trimester as well as second and third trimester obstetrical sonography. Other topics included are: hepatic and renal Doppler, gastrointestinal, musculoskeletal, liver elastography, and abdominal wall ultrasound as well as sterile technique/ultrasound guidance. Phantoms will be used where appropriate (i.e. first trimester OB). In addition, the student will continue to gain experience in sonographic imaging introduced in DMSO337: Diagnostic Medical Sonography Skills Lab I.

Credits 1

Prerequisites

CPR BLS for healthcare provider

Prerequisite Courses

DMSO320

DMSO332

DMSO333

DMSO337

MATH155

NURA102X

Co-Requisite Courses

DMSO312

DMSO318

Concurrent

DMSO315: Obstetrical Sonography

DMSO339: Diagnostic Medical Sonography Clinical Experience

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of abdominal, gynecological, superficial, obstetrical, and pediatric structures.

Credits 6

Prerequisites

CPR BLS for healthcare provider

Prerequisite Courses

DMSO320

DMSO332

DMSO333

DMSO337

MATH155

NURA102X

Co-Requisite Courses

DMSO312

DMSO318

Concurrent

DMSO315: Obstetrical Sonography

DMSO340: Diagnostic Medical Sonography Clinical Experience

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of abdominal, gynecological, superficial, obstetrical, and pediatric structures.

Credits 5

Prerequisite Courses

NURA102X

DMSO334

DMSO341

DMSO344

Co-Requisite Courses

DMSO318

DMSO334

DMSO345

DMSO344: Advanced Obstetrical Sonography

This course studies sectional anatomy of the female reproductive organs, embryo, fetus and newborn. Advanced maternal changes and fetal development throughout gestation are discussed. Fetal anomalies of the second and third trimester are studied. Maternal and fetal pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized. Scans will be performed in the skills labs as part of the course.

Credits 5

Prerequisite Courses

DMSO341

DMSO343

DMSO334

Co-Requisite Courses

DMSO318

DMSO340

DMSO345

DMSO345: Introduction to Fetal Echocardiography

This course introduces students to general aspects of fetal cardiac development and fetal cardiac anomalies and pathologies. Students will learn technical aspects of the sonographic fetal cardiac exam required to identify and document abnormal findings.

Credits 2

Prerequisite Courses

DMSO341

DMSO343

DMSO334

Co-Requisite Courses

DMSO318

DMSO344

DMSO340

DMSO428: Diagnostic Medical Sonography: Clinical Practicum I

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of superficial structures and vessels and to continue to gain experience in abdominal, obstetrical, neonatal, and gynecologic sonographic imaging introduced in previous courses.

Credits 8.5

Prerequisite Courses

DMSO312

DMSO315

DMSO318

DMSO338

DMSO339

Co-Requisite Courses

DMSO429

DMSO428: Diagnostic Medical Sonography: Clinical Practicum I

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of superficial structures and vessels and to continue to gain experience in abdominal, obstetrical, neonatal, and gynecologic sonographic imaging introduced in previous courses.

Credits 8.5

Prerequisite Courses

DMSO340

DMSO318

DMSO344

DMSO345

Co-Requisite Courses

DMSO430

DMSO432

DMSO429: Diagnostic Medical Sonography: Capstone I

This is an online senior level course designed to synthesize the knowledge gained throughout the Diagnostic Medical Sonography curriculum through a written case study. The course is designed to provide the student with the opportunity to apply knowledge of anatomy and pathology to the chosen and approved case study. The written case study project is a student-directed, faculty facilitated scholarly project. The student will work with the instructor, preceptor(s), and the writing center to perform a literature review and data compilation utilizing independent inquiry, creativity and analytical techniques culminating into a near final draft of the project.

Credits 0.5

Prerequisite Courses

DMSO312

DMSO315

DMSO318

DMSO338

DMSO339

Co-Requisite Courses

DMSO428

DMSO431: Board Review: Diagnostic Medical Sonography

This course continues the preparation of the student to successfully pass the Abdominal and OB/GYN registries for Diagnostic Medical Sonography. The students will review materials from all previous coursework while completing board review questions throughout the semester. Abdominal and OB/GYN mock registry exams will be taken during board review. Those areas that need further study will become evident.

Credits 2

Prerequisite Courses

DMSO428

DMSO429

DMSO432: Diagnostic Medical Sonography Board Review I

This course begins the preparation of the student to successfully pass the Abdominal and OB/GYN registry exams for Diagnostic Medical Sonography. The student will complete Abdominal and OB/GYN mock registry exams and design a plan of study. Quizzes and case studies will be completed throughout the semester.

Credits 1

Prerequisite Courses

DMSO340

DMSO344

DMSO318

DMSO345

Co-Requisite Courses

DMSO430

DMSO434: Diagnostic Medical Sonography: Clinical Practicum II

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of superficial structures and vessels and to continue to gain experience in abdominal, obstetrical, neonatal, and gynecologic sonographic imaging introduced in previous courses.

Credits 10.5

Prerequisite Courses

DMSO428

DMSO430

DMSO432

Co-Requisite Courses

DMSO436

DMSO437

DMSO437: Diagnostic Medical Sonography Board Review II

This course continues the preparation of the student to successfully pass the Abdominal and OB/GYN registry exams for Diagnostic Medical Sonography. The student will complete additional Abdominal and OB/GYN mock exams. At least one registry exam will be scheduled (or completed) prior to the end of the course.

Credits 1

Prerequisite Courses

DMSO428

DMSO432

DMSO430

Co-Requisite Courses

DMSO436

SONO001: Sonography Transition I

This course offers the sonography student who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

SONO002: Sonography Transition II

This course would follow Sonography Transition I if deemed necessary and offers the sonography students who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

SONO003: Sonography Transition III

This course would follow Sonography Transition II if deemed necessary and offers the sonography student who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

VASC315: Vascular Sonography Skills I

This course provides hands-on experience in a skills lab setting. The student will acquire beginning skills in the use of ultrasound and other noninvasive vascular techniques. Techniques will include listening to and recognizing changes in the vascular system.

Credits 1

Prerequisites

AHAL223 Physics & Instrumentation; CVTD226 Cardiovascular Physiology; NURA102X Basic Nursing Assistant.

Corequisites

VASC341 Core I: Vascular Sonography.

VASC316: Vascular Sonography Skills II

This course builds on skills acquired in Vascular Sonography Skills I. It provides additional hands-on practice in a skills lab setting. The student will continue to gain experience in the skills lab in preparation for completing full examination of all cerebral/peripheral vascular areas of interest, initial interpretation of the results and recognition of possible indications for surgical intervention.

Credits 1

Prerequisites

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography.

Corequisites

VASC342 Core II: Vascular Sonography.

VASC320: Vascular Sonography II: Pathology and Procedures

This course is designed for the diagnostic medical sonography student and builds on concepts learned in Vascular Sonography: Core I. Discussion of disease processes of the peripheral and cerebral vascular system, the related diagnostic procedures, and medical, surgical and pharmacologic treatments are explored.

Credits 3

Prerequisites

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography.

Corequisites

VASC316 Vascular Sonography Skills II.

VASC330X: Cross-Training Module I: Vascular Sonography

This course studies anatomy, physiology, and landmarks specific to the vascular circulatory system. Vascular techniques, vascular imaging modalities, specified abnormal vascular disease states related to the cerebrovascular, venous, arterial and abdominal vasculature will be introduced.

Prerequisites

ARDMS or CCI registered in one speciality of sonography (must provide ARDMS or CCI number)

VASC341: Core I: Vascular Sonography

This course includes study of anatomy, view planes, and landmarks specific to the cerebral/peripheral vascular system. Duplex imaging, Doppler principles and analysis, hemodynamics and indirect instrumentation will be introduced.

Credits 7

Prerequisite Courses

AHAL223

CVTD226

Concurrent

VASC315 Vascular Sonography Skills I

VASC343: Core II: Vascular Sonography

This course addresses the peripheral/cerebral vascular system through the study of fluid principles and formulas including energy and flow dynamics specific to certain vascular anatomy; pathologies associated with peripheral/cerebral vascular disease and the respective noninvasive technical modalities including transcranial doppler and abdominal vasculature.

Credits 5

Prerequisites

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

Corequisites

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

VASC347: Vascular Sonography Clinical Experience

This course provides the student the opportunity to apply the additional skills learned in the skills lab in the clinical setting under direct supervision. The student gains experience in completion of full examination of all cerebral/peripheral vascular areas of interest, initial interpretation of the results and recognition of possible indications for surgical intervention.

Credits 0.5

Prerequisites

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

Corequisites

VASC316 Vascular Sonography Skills II; VASC342 Core II: Vascular Sonography.

VASC430: VASC Board Review

This course is designed to prepare the student to successfully pass the registry exam for vascular sonography. The student will review materials from all previous coursework. A mock registry exam will be given and areas needing improvement will be emphasized.

Credits 1

Prerequisites

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

Corequisites

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