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

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

Our Goals
The Goals of Bryan College of Health Sciences are to prepare graduates who:
- Are qualified to practice in entry level, mid-level, and advanced practice roles in diverse healthcare environments;
- Are critically aware of their individuality;
- Maintain a clear understanding of professional scope of practice;
- Value life-long learning as a means of personal and professional growth;
- Participate as responsible citizens within the community; and
- Are capable of meeting the healthcare needs of an ever-changing society.

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

Our Values
- Integrity - Be honest, trustworthy, accountable and ethical
- Caring - Be compassionate, empathetic and respectful
- Equality - Be fair and accepting
- Learning – Be insightful, knowledgeable and open to change

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

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

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

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

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

Non-Discrimination Policy
The College does not discriminate, and is required by Title IX not to discriminate on the basis of race, religion, sex, age, creed, color, national or ethnic origin, marital status, veteran status, disability or sexual orientation. The College is committed to a policy that all qualified persons have access to its programs, activities, and facilities.
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The College is an equal opportunity employer. It does not discriminate in the hiring practices of faculty and staff. The College complies with existing federal and state regulations concerning equal employment opportunities and affirmative action.

Any persons having concerns with rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, or Title IX of the Education Amendments of 1972 should contact the Title IX Compliance Coordinator: Debra Border, Dean of Students, Office 233, 5035 Everett Street, Lincoln, NE 68506, debra.border@bryanhealthcollege.edu or call 402-481-3804. For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Philosophy of Assessment of Student Learning

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

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

History

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

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

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

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

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

Bryan College of Health Sciences is regionally accredited by the Higher Learning Commission and is a member of the North Central Association. The specialty programs are accredited by national specialized accrediting bodies. Accreditation for the sonography programs has been obtained from the Council on Accreditation of Allied Health Education Programs. The baccalaureate nursing program is accredited by the Accreditation Commission for Education in Nursing, and the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Programs.

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

Campus Facilities

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

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

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

State-of-the-art, high-fidelity adult, birthing, and pediatric patient simulators are also located at the West campus within The Center for Excellence in Clinical Simulation. 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, various heart and lung sounds, and the ability to cry, drool, and bleed. Simulated clinical experiences offer the opportunity to learn in a hands-on, risk-free environment. The Center is housed on an 11-bed patient care unit that exactly replicates the hospital environment with two rooms dedicated to debriefing. There are currently eight high-fidelity patient simulators, as well as audio-visual capabilities.

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

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

A 26-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, three computers are located in the student lounge for use outside Library hours. Printing is available from both lab and student lounge computers. Undergraduate students are allocated 500 free sheets of printing per semester. Graduate students are allocated 750 free sheets per semester. Students have the option of purchasing more sheets if needed. At the end of each semester accounts are cleared and a new allocation begins with the new semester.

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

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

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

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

Specialized Courses Offered
Basic Nursing Assistant
Phlebotomy
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 and is a member of the North Central Association.

The Adult Cardiac Sonography and Vascular Sonography programs and the Diagnostic Medical Sonography program offered at Bryan College of Health Sciences are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, phone (727) 210-2350, www.caahep.org upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology and the Joint Review Committee on Education in Diagnostic Medical Sonography respectively.

Bryan College of Health Sciences School of Nursing Baccalaureate Program is accredited by the Accreditation Commission for Education in Nursing. Bryan College of Health Sciences School of Nursing Baccalaureate Program is approved by the Nebraska State Board of Nursing, 301 Centennial Mall South, Lincoln, NE 68509, Phone: 402-471-4376

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

Bryan College of Health Sciences School of Nursing Baccalaureate Program is accredited by the Commission on Education in Nursing. Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, phone: 404-975-5000.

The Nurse Anesthesia School 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, home.coa.us.com.

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 Licensure Examination (NCLEX). Licensing entitles the individual to practice professional nursing as a registered nurse in the state in which the examination was written, and to apply for a license in other states.

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

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

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

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

Bryan College of Health Sciences’ Alumni Association
The Bryan Memorial Hospital School of Nursing, Lincoln General Hospital School of Nursing, and BryanLGH College of Health Sciences Alumni Associations have had a rich heritage. The Bryan College of Health Sciences Alumni Association continues to advance high standards of ethical and professional conduct, and promote professional and educational advancement.
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. Recognizing human equality and the right of all persons to equal opportunity, every applicant is considered regardless of race, religion, sex, age, creed, color, national or ethnic origin, marital status, veteran status, disability or sexual orientation.

The College is committed to a policy that all qualified persons have access to its programs and facilities. Any persons having concerns with rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, or Title IX of the Education Amendments of 1972 should contact the President of the College.

Each individual who applies for a bachelor’s undergraduate degree program, other than biomedical sciences, is evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- Minimum ACT score of 21, or the equivalent on the SAT, is recommended. College entrance examinations are waived for applicants who have earned their high school diploma two years or more prior to applying to the College.
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 2.5 on a 4.0 scale. Effective Fall 2013, all entering students will be required to complete all coursework with a C+ or better for earning of credit and progression.
- Two references.
- Qualified applicants may be invited for a personal interview.
- Applicants for whom English is a learned language must score 550 paper based/213 computer based or better on the TOEFL English proficiency examination. (School code: 6058)

Each individual who applies for the biomedical sciences bachelor’s undergraduate degree program, is evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED). High school required courses include: four years science (including biology and chemistry), and four years math (including algebra I and II, and geometry). Physics, and calculus or trigonometry are recommended.
- ACT composite score of 22 or above, or the equivalent on the SAT; ACT score of 22 in Math and Science, or the equivalent SAT score is recommended. College entrance examinations are waived for applicants who have earned their high school diploma two years or more prior to applying to the College.
- High school transcripts, minimum high school GPA of 3.25 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 3.25 on a 4.0 scale. GPA requirement of 3.5 on a 4.0 scale in science and math. Effective Fall 2013, all entering students will be required to complete all coursework with a C+ or better for earning of credit and progression.
- Two references.
- Qualified applicants may be invited for a personal interview.
- Applicants for whom English is a learned language must score 550 paper based/213 computer based or better on the TOEFL English proficiency examination. (School code: 6058)

Each individual who applies for an associate’s undergraduate degree program is evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- ACT or SAT is recommended. College entrance examinations are waived for applicants who have earned their high school diploma two years or more prior to applying to the College.
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 2.5 on a 4.0 scale. Effective Fall 2013, all entering students will be required to complete all coursework with a C+ or better for earning of credit and progression.
- Two references
- Applicants for whom English is a learned language must score 550 paper based/213 computer based or better on the TOEFL English proficiency examination. (School code: 6058)

Acceptance into the Associate of Science Program does not guarantee placement into a Baccalaureate Program at Bryan College of Health Sciences, nor does it shorten the timeframe for completing a Baccalaureate Program. 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.

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.

Admission criteria for Certificate Programs are located in the corresponding sections of this Catalog. Admission criteria for Graduate programs are located in the Graduate Studies Catalog.
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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. 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.

Application Procedure
Students must apply and be accepted at Bryan College of Health Sciences. The Registration and Advising Supervisor is available to assist in developing an academic plan for registration and sequencing of General Education courses.

Candidates may apply any time during the year. Applications to the School of Nursing are accepted through January 15 for fall start dates and June 1 for spring start dates.

Applications to the School of Health Professions are accepted through January 15 for fall start dates.

Completion Programs have no set application deadlines but materials must be submitted one month prior to the start of the term in which the student wishes to enroll.

A completed application consists of:
1. Application form and $50 application fee.
2. Official high school transcripts.
3. Official college transcripts, if applicable. Effective Fall 2013, all entering students will be required to complete all coursework with a C+ or better for earning credit and progression.
4. Two references.
5. SAT or ACT test results, if applicable.

The College will offer an application fee waiver upon request to qualified students who meet the financial hardship guidelines. Students requesting a fee waiver should complete the Request for Application Fee Waiver available from the Admissions Office. The form must be signed by the student, student’s parent/guardian and verified by the secondary school counselor or similar.

Students-at-Large
Bryan College of Health Sciences offers a non-degree admission category for individuals who:
1. are not currently enrolled in a degree seeking program at Bryan College of Health Sciences.
2. are enrolled at another college and are in good standing.
3. wish to take a course for their own personal or professional development.

Such individuals are considered students-at-large and 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 scholarships or financial aid.

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

Distance Education Students
Admission to distance education programs may be limited based on individual applicant’s state of residence. The College does not have approval to enroll distance education program students from all states based on state-by-state approval requirements. If you are an out-of-state student desiring to enroll in one of our distance programs, please provide your information on state of residence so appropriate state information can be provided to you.

International/Permanent Resident Students
In addition to admission criteria, international students who are not United States citizens must submit documents verifying visa or permanent resident status. International 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. or World Education Services. All applicants for whom English is a learned language are required to take the Test of English as a Foreign Language (TOEFL) and must achieve a score of 550 paper based/213 computer based or above before being considered for admission.

Transfer Students
Students previously enrolled in nursing or health professions programs at other colleges are considered for transfer based on their college work to date. Students must meet Admissions Standards for acceptance prior to transcript evaluations commencing. Transfer is based on prior scholastic and clinical performance and the similarity of the programs in terms of sequence and content. A minimum of 32 nursing/health professions credit hours must be completed at Bryan College of Health Sciences before a transfer student may graduate.
Nursing or health professions curriculum courses in a major for which transfer credit is granted will be recorded with a "CW" and will not be included in calculating a student’s grade point average.

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). Credit transferred for health professions courses must be from a program that is accredited by a recognized specialty accrediting body.

To be eligible for transfer, the student must:
1. complete the application requirements;
2. submit a transcript and course descriptions from the previous school; and
3. successfully complete a transition course which is designed to orient students to the program of study and the clinical facilities.

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

Students must be aware of the requirements of their individual programs.

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

1. The quality and content of courses must be compatible with the educational philosophy of Bryan College of Health Sciences and similar to courses in the College’s general education curriculum.
2. Students requesting credit for courses taken at institutions of higher learning located outside the United States must have those courses evaluated. Acceptable evaluation agencies include Educational Credential Evaluators (Catalog Match Evaluation) and World Education Services.
3. Effective Fall 2013, only courses for which the student has earned at least a C+ (or the equivalent of a C+) will be considered for transfer credit. For students who entered prior to Fall 2013, courses with a C (or the equivalent of a C) will be considered for transfer credit. For degree completion students only: Only courses for which the student has earned at least a “C” (or the equivalent of a “C”) will be considered for transfer credit. 
4. Courses accepted for transfer must have been taken no more than 5 years prior to the date on which the transfer of credit was requested for natural sciences and mathematics courses.
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:
   - Advanced Placement (AP): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding AP exam. The current list of exams that will be accepted as well as the minimum qualifying score for each exam is listed on the following page.
   - Credit by Examination: Effective Fall 2013, students with pertinent knowledge or experience may demonstrate proficiency by taking examinations such as those offered by the College Level Examination Program (CLEP) and achieving a score that is equivalent to a grade of at least a C+. For students who entered prior to Fall 2013, a score that is equivalent to a grade of C is required. 
   - Credit by Waiver: Students with pertinent knowledge or experience may demonstrate proficiency by presenting relevant documents for review.
   - Correspondence and Electronic Format Courses: Classes taken through distance education methodologies such as correspondence, extension or on-line courses.
   - Dual Credit Courses: Students who have earned college as well as high school credit for courses given by their high school may request transfer of credit for that course. No more than 15 of the 32 hours may be composed of transfer hours from dual credit courses.

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

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

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Minimum Required Score</th>
<th>Corresponding Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition</td>
<td>3</td>
<td>ENGL104</td>
<td>3</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>3</td>
<td>PSYC121</td>
<td>3</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>3</td>
<td>MATH205</td>
<td>3</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>3</td>
<td>MATH205</td>
<td>3</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>3</td>
<td>STAT210</td>
<td>3</td>
</tr>
<tr>
<td>AP Biology</td>
<td>4</td>
<td>BIOS110</td>
<td>4</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>3</td>
<td>CHEM103</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM103 OR CHEM110</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM110 AND CHEM120</td>
<td>8</td>
</tr>
<tr>
<td>AP Physics B</td>
<td>3</td>
<td>PHYS105</td>
<td>4</td>
</tr>
<tr>
<td>AP Physics B</td>
<td>4</td>
<td>PHYS210 AND 220</td>
<td>8</td>
</tr>
<tr>
<td>AP Physics C: Mechanics</td>
<td>4</td>
<td>PHYS210</td>
<td>4</td>
</tr>
<tr>
<td>AP Physics C: Electricity and Magnetism</td>
<td>4</td>
<td>PHYS220</td>
<td>4</td>
</tr>
<tr>
<td>AP Spanish Language and Culture</td>
<td>3</td>
<td>SPAN101 and SPAN102</td>
<td>6</td>
</tr>
</tbody>
</table>

### 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.

### Credit by Examination

Some nursing or health professions curriculum courses in a major 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 program requiring the course. 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.

Students will be allowed to waive by examination or validation of proficiency no more than 12 credit hours of General Education courses.

### Advanced Placement

Opportunities for advanced placement may exist in particular majors. (See the Curriculum and Courses section of the catalog.)

### Contact Information

Admissions Office
Bryan College of Health Sciences
5035 Everett Street
Lincoln, NE 68506-1398
Phone: 402-481-8697 or 1-800-742-7844, ext. 18697
Website: bryanhealthcollege.edu
Office hours: 8 a.m. – 4:30 p.m., Monday-Friday
FINANCIAL INFORMATION

Tuition and Fees
2015-2016 Costs
Undergraduate tuition is $515 per credit hour with a $30 per credit hour general fee. Costs do not include books and other living expenses, graduation or program specific fees. A $50 fee must accompany the completed application. This is a processing fee and is not refundable. Accepted applicants must make a $150 enrollment fee to hold a place in a class. It is not refundable. Transition course fees must be paid before entering the program of study. The fee is based on the amount of instructional time required and includes instructional materials.

Tuition Collection and Payment Policy
Spring and Fall Semesters
Tuition and fees are billed through the CampusVue Student Portal the second week after the first day of a new semester and are due on Friday of the fifth week of classes.
Summer Semester
Tuition and fees are billed through the CampusVue Student Portal during the second week of the summer term for all sessions within the summer term. Tuition and fees are due the third Friday of the of the summer term.

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100% refund</td>
</tr>
<tr>
<td>Week 2</td>
<td>80% refund</td>
</tr>
<tr>
<td>Week 3</td>
<td>60% refund</td>
</tr>
<tr>
<td>Week 4</td>
<td>40% refund</td>
</tr>
<tr>
<td>Week 5</td>
<td>20% refund</td>
</tr>
</tbody>
</table>

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

Applying for Financial Aid
Students applying for financial aid must file a Free Application for Federal Student Aid (FAFSA). This application may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Bryan College of Health Sciences federal school code is 006399.

Students should apply for a FSA ID prior to completing the FAFSA. The FSA ID gives you access to Federal Student Aid’s online systems and functions as the legal electronic signature. Students who are dependents should also encourage a parent to apply for an FSA ID. You can create the FSA ID at [https://fsaid.ed.gov](https://fsaid.ed.gov).

In addition to the FAFSA, students will continue the financial aid application process through the Student Aid InterNet Technology (SAINT) Student online portal system. This system allows the student to determine their own federal aid packaging according to their program of study, grade level and financial need data. Students receive the portal link to SAINT when they have been accepted to a program of study. Students can apply for financial aid up to 90 days after the start of the term.

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

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

Scholarships
Students who wish to receive Bryan Foundation scholarships should complete their FAFSA and the online scholarship application form at [bryanhealthcollege.edu/go/admissions/financial-aid](http://bryanhealthcollege.edu/go/admissions/financial-aid). The online scholarship application is available annually March 1-31.

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.

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. Prospective students may visit the VA website at [www.gibill.va.gov](http://www.gibill.va.gov) or inquire at a Veterans Administration Office for information on benefits.
Contact Information
Financial Aid Office, Bryan College of Health Sciences, 5035 Everett Lincoln, NE 68506-1398
Phone: (402) 481-8984 or 800-742-7844, ext. 18984
E-mail: fa@bryanhealthcollege.edu
The President and the Faculty have the responsibility and authority to establish and maintain standards of ethical, personal and professional conduct for students in the College. It is assumed that each student who enrolls at Bryan College of Health Sciences is in agreement with the philosophy, goals and values and will cooperate in furthering these purposes by adhering to regulations.

**Catalog**

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

Application for admission implies concurrence with all tuition and fees, and with all policies as stated in this catalog.

Students are responsible for following the requirements and regulations of the catalog.

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

**Student Handbook**

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

**Enrollment Requirements**

Prior to enrollment, based on program of study, students may be required to submit health records validating health status and validation of required immunizations. A criminal background check and/or drug screening may be required prior to and/or during enrollment in the College. Information obtained from these reports may impact eligibility to enter and/or remain in the program.

**Computer Skills**

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

**Computer Access**

See Minimum Requirements for Computer Hardware and Equipment, Page 39

**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, and
3. move about independently when providing care and services for clients.

More specific criteria for enrollment is available on the following pages:

- Nursing: Essential Abilities of Nursing Students, Page 56
- Basic Nursing Assistant: Basic Requirements and Abilities, Page 58
- Sonography: Essential Abilities of Sonographers, Page 60

**Placement in a Program**

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

**Registration**

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

**Credit Hour Defined**

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 a 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 one 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.

Course Load
The normal course load 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.

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Full time</th>
<th>¾ time</th>
<th>½ time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12 credits</td>
<td>9-11 credits</td>
<td>6-8 credits</td>
</tr>
<tr>
<td>Spring</td>
<td>12 credits</td>
<td>9-11 credits</td>
<td>6-8 credits</td>
</tr>
<tr>
<td>Summer</td>
<td>12 credits</td>
<td>9-11 credits</td>
<td>6-8 credits</td>
</tr>
</tbody>
</table>

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 six graduate credits providing that all of the following criteria are met:
1. Current Bryan College of Health Sciences undergraduate GPA is 3.0 or higher.
2. Permission of the graduate course faculty member.
3. Space availability upon registration of current graduate program students.

Auditing a Course
Auditing a course provides the privilege of attending class as a non-participating listener with a particular interest in the subject matter. Involvement in class discussion and/or activities is at the discretion of the instructor. Regular attendance is expected, but no course credit is earned.

An individual may register to audit a course with permission of the instructor and the Dean or Director of the program. Permission is considered on a space available basis with priority given to those students enrolled for credit. The clinical or lab portion of a course may not be audited. Application to the College is not required. An individual may audit up to 8 credits.

Tuition for auditing a course is $150 per credit hour. Refunds are based on the refund policy for the College. Additional course fees may apply.

Course Registration forms can be obtained from Records and Registration. Registration occurs during the registration period for each academic year. 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 fees apply.

The official transcript will reflect “AU” for those individuals who audit at least 75% of the course. No grade is assigned and no course credit is earned.

Drop and Add
Adding a course
A course may be added through the end of the first week of a semester with permission of the instructor. The student must complete a “Request to Drop/Add a Course Form” and submit it to Records and Registration. After the first week of the semester adding a course requires a petition to the appropriate Dean. Add deadlines for summer terms or sessions less than a full semester follow 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” and submit it to Records and Registration. A course dropped by the end of the first week of the semester is not recorded on the transcript. A student who wishes to drop a course after the first week must follow the “Withdrawal from a Course” policy. Drop deadlines for summer sessions or sessions less than a full semester follow a prorated schedule available from Records and Registration.

Repeating a Course
Effective fall 2013, all entering students must repeat any required course in which a grade below a “C+” in the major or general education course is received. Students who entered prior to fall 2013 must repeat any required course in which a grade below “C” in a general education course or below “C+” in a course in a major is received.

The record of both the original and the repeated course will be retained on the student’s transcript. For purposes of determining the student’s cumulative grade point average, only the grade points and credits earned in the last retaking of the course will be used. Enrollment in a repeated course will be on a space available basis.

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 Courses**

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

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

**Course Warning Policy**

**Courses in a Major**

A student functioning below a 75% average in a theory course or theory component of a course in the declared major at midterm will be informed in writing of his/her status by the Registrar.

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

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

**General Education Courses**

Effective fall 2013 a student functioning below a 75% average in a required general education course offered at Bryan College of Health Sciences at midterm will be informed in writing of his/her status by the Registrar. Students who entered prior to fall 2013 and functioning below a 70% in a required general education course offered at Bryan College of Health Sciences at midterm will be informed in writing for his/her status by the Registrar.

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

**Leave of Absence**

Students may submit a request to the Registrar for a leave of absence. The date of re-enrollment will be determined based on numbers of students in each course and the sequence of courses. The request must be submitted prior to the start of the leave of absence, unless unforeseen circumstances arise. The college may approve a leave of absence for a period of up to one year, however, financial aid repayment will begin after 180 days. The leave of absence may not exceed one year and transition activities may be required upon return. When returning to the course the student will start at the beginning of the course, regardless of where they were at the time the leave of absence was requested. Failure to return from an approved leave of absence shall be considered a withdrawal. 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.

**Withdrawal Policy**

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

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

Withdrawal deadlines for summer terms or sessions less than a full semester follow a prorated tuition refund and withdrawal schedule. Prorated schedules are available in Records and Registration.
Withdrawal from All Courses
A student who withdraws from all courses prior to the end of the tenth week of the semester must complete the “Request to Withdraw” form to avoid receiving an automatic F in all courses. All College property must be returned prior to withdrawal, and arrangements must be made for meeting financial obligations. After the tenth week of the semester, a student may not withdraw. Students who find it necessary to withdraw after the tenth week of the semester must petition the Dean of the appropriate school for permission to withdraw.

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

Administrative Withdrawal
Students may be withdrawn from Bryan College of Health Sciences by the administration for reasons such as failure to return from an approved Leave of Absence, dropping all classes after the beginning of the term, inability to progress in program due to academic performance, failure to register for subsequent semesters, failure to meet attendance requirements, or failure to meet course requirements. Students will be sent a letter informing them of the withdrawal, and will be placed on a Transcript hold if there are unmet obligations to the College. Administrative withdrawal is a neutral action and should not be considered as negative or of a disciplinary nature.

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

Students who are listed on a class roster but who have not attended class or clinical by the end of the first week of a term may be administratively withdrawn from the course.

Dismissal
Failure to meet the requirements as listed in the College catalog, Student Handbook, and course requirements may be grounds for dismissal regardless of clinical/classroom performance. Students may be dismissed at any time in the program when performance, based on the Faculty’s professional judgment, is deemed unacceptable or unsafe.

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

Failure to follow medical center, agency or College policies is cause for immediate dismissal.

Readmission
Students who fail to attend, fail to maintain continuous enrollment, are withdrawn or are dismissed must apply for readmission. All applicants for readmission will be considered and are subject to approval. Content of previous courses completed will be evaluated for applicability of content to the current curriculum. Credit for courses taken before withdrawal/dismissal will be determined at the time readmission is approved. The date of readmission will be determined based on the number of students in each course and the sequence of courses. Readmission is subject to availability of space in the desired program. Students will only be considered for readmission once; students in good academic standing may have the privilege of special consideration. Students who are dismissed from the College for unprofessional and/or clinical safety reasons will not be considered for readmission.

Readmission Procedure:
1. Former students desiring to reenter Bryan College of Health Sciences must apply for readmission in writing six weeks prior to the time reentry is desired.
2. Data utilized in evaluating an application or request for readmission will include:
   a. Review of performance in the College
   b. Resume of activities during period out of the College
   c. Transcripts for any college courses completed since previous enrollment in the College
   d. Two references—one from current employer, if applicable
   e. Evidence of current health status
   f. When applicable, evidence of the resolution of personal problems or evidence of a plan in place to address deficits
   g. Other information that may be required by the school specific Admission, Progression & Graduation (APG) subcommittee
   h. Unanimous decision of the school specific APG subcommittee is considered to be a final decision in the process of readmission
   i. In the event of a divided decision of the school specific APG subcommittee members, the case will be reviewed by the Undergraduate Studies Committee, based on the written summary provided by the school specific APG subcommittee
   j. The applicant will be informed in writing of the school specific APG subcommittee decision, with input from the Undergraduate Studies committee, when indicated
3. School specific transitional activities in the form of a contract will be individualized based on the needs of the student. The transitional activities must be satisfactorily completed four weeks prior to the desired date of
reentry. In special cases the plan or activities would be ongoing if the student was readmitted into the program.

4. Readmission fee and other fees incurred by the requirements of the contract, dependent on the number of hours of instruction, will need to be paid in full before the student can be enrolled in the program specific subsequent courses.

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

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

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 Records and Registration.

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-24</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25-51</td>
</tr>
<tr>
<td>Junior</td>
<td>52-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above</td>
</tr>
</tbody>
</table>

**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: 668.34 which establishes standards for satisfactory academic progress that must be met in order for students to receive federal Title IV financial assistance. The following policy applies to all students: Undergraduate, graduate, full-time and part-time.

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). The Director of Financial Aid will notify students of any change in financial aid eligibility that is a consequence of failure to make satisfactory academic progress.

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

**Qualitative Standard – Grade Point Average (GPA)**
- Undergraduate students must maintain a cumulative GPA of at least 2.0 on a 4.0 scale.
- Graduate students must maintain a cumulative GPA of at least 3.0 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 an undergraduate no letter grade less than a C+ will be considered successful. A grade of no pass (NP) is also not considered successful.
- For a graduate student no letter grade less than a B will be 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 successfully 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 X 1.5 = 192).
- **For Optimum Student Retention and Performance:** Students will be expected to complete their programs in a time period equal to 150% of their identified program of study as measured in years. Students who are not on a trajectory to complete in that time frame will be evaluated on a case-by-case basis.

**Consequences of Failure to meet Satisfactory Academic Progress Standards**

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

**Re-Establishing Eligibility for Financial Aid**

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

**Academic Standing**

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

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

**Academic Warning**

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

**Academic Probation**

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

**Academic Dismissal**

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

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

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Minimum GPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Warning</td>
<td>Cumulative GPA falls below 2.00</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>Cumulative GPA remains below 2.00 at end of academic warning semester</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>Cumulative GPA remains below 2.00 at end of academic probation semester OR Fails 1/2 of attempted hours</td>
</tr>
</tbody>
</table>
Grading System
Throughout individual courses, grades are recorded numerically. The final numeric course grade is calculated and is not rounded up. Letter grades are assigned according to the final numeric value and grade point averages are computed according to the following schedule: Effective Fall 2013, entering students must receive a grade of "C+" or above in all prerequisite and/or required General Education courses. Students that entered prior to Fall 2013 must receive a grade of "C" or above in all prerequisite and/or required General Education courses. All students must receive a "C+" or above in theory courses in a major and a "satisfactory" in the clinical component of a course. Final grades are recorded in letter grades in courses that have both a theory and a clinical component. If either portion of the course is failed, the course grade will be recorded as a "fail."

### Percentage Grade

<table>
<thead>
<tr>
<th>%</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>90-94</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>75-79</td>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>70-74</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>D+</td>
<td>1.5</td>
</tr>
<tr>
<td>60-64</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Cumulative GPA equals the total quality points divided by total credit hours.

**Pass/No Pass Policy**
No courses in the major may be taken Pass/No Pass. Anatomy and Physiology may not be taken Pass/No Pass.

Each student may use no more than six semester credit hours with grades of "P" toward general education requirements. Effective Fall 2013, for all entering students only courses for which pass is designated as a "C+" or above will be considered for transfer credit. For students that entered prior to Fall 2013, only courses for which pass is designated as "C" or above by the transferring institution will be considered for transfer credit.

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

**President’s & Dean’s List**
The President’s list is composed of students who were taking 12 credit hours or more for the term at Bryan College of Health Sciences and received a 4.0 grade point average (GPA).

The Dean’s list is composed of students who were taking 12 credit hours or more for the term at Bryan College of Health Sciences and received a 3.5 GPA or higher. The lists are announced following each semester by Records and Registration.

**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.

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

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

**Incomplete Grade**
A grade of incomplete (Inc) may be recorded only when the student is in good standing in the course, has already substantially completed the course requirements, and is experiencing extenuating circumstances considered valid by the instructor (e.g., illness, military service, death in the immediate family, personal or family hardship). A grade of incomplete will not be granted without approval of the course instructor and appropriate college official.
The instructor will indicate the date by which the course work must be completed in order to have the grade of incomplete replaced by a letter grade on the student transcript. The completion date is not to exceed one year, whether or not school is in session. If the student does not complete the course requirements within the allotted time frame, a grade of "F" will be recorded on the student transcript.

**Finals Week**

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

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

**Graduation Requirements**

Students must complete the general education and education requirements in the major as described in the Curriculum and Courses section of the catalog. Students are expected to assume responsibility for understanding the requirements of their program and for seeking appropriate assistance to do so.

Diplomas and transcripts will not be issued to graduates with outstanding financial, testing or exit interview obligations to the College of Health Sciences, until such obligations are met.

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

Graduation ceremonies are held in May and December. Degree conferral dates are in May, August, and December following the end of the term. Arrangements regarding date, time, place and program are the responsibility of college administration. The $225 graduation fee must be paid before the degree will be awarded.

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 graduation ceremony and their graduation date will be the next identified degree conferral date. Students wishing to participate in an earlier commencement ceremony may file a petition with the Registrar. Each petition will be reviewed on a case by case basis.

There is no August ceremony; therefore, students with 6 or less credits needed to complete graduation requirements at the end of the spring semester may participate in the May graduation ceremony provided they are registered for the needed courses in the immediately following summer term; and will complete those needed courses by the end of the summer term as defined by Bryan College of Health Sciences. Students will not receive their diploma until all requirements are completed. Students completing requirements in August will be listed as August graduates in the May graduation program. These students will not be considered for May graduation honors and will receive their diploma and honors when all requirements are completed. Upon completion of program requirements, if criteria have been met for honors, the transcript will reflect those honors.

Students who do not successfully complete program requirements at their expected time will no longer be considered a part of their intended graduation cohort. Upon completion of program requirements the students may reapply for graduation.

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

<table>
<thead>
<tr>
<th>Highest Distinction</th>
<th>3.87 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>3.64-3.86</td>
</tr>
<tr>
<td>Distinction</td>
<td>3.50-3.63</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summa Cum Laude</th>
<th>3.87 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magna Cum Laude</td>
<td>3.64-3.86</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50-3.63</td>
</tr>
</tbody>
</table>

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

The complete policy for formal complaints is outlined in the student handbook.

Grievance Policy
To assist students, the College has an established grievance policy that provides a means for resolving problems or disputes. The President of the College reserves the right to make final decisions.

The complete grievance policy is outlined in the Student Handbook.

Privacy Act
Bryan College of Health Sciences abides by 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 21 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 or misleading.
- The right to consent to disclosures of personally identifiable information contained in a student’s education records, except to the extent that 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.

Information which the Act allows the College to release to a third party without the consent of a student (directory information) is limited to the following items:

- 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 the Family Educational Rights and Privacy Act of 1974 should contact the Registrar.

Rights of access of records accorded to parents of students are transferred to students who are 18 years of age or are attending institutions of post-secondary education.

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

Transcripts and Records Request Policy
Requests for copies of transcripts must be received in writing and must include name, dates of attendance, date of birth, Social Security number, current daytime phone number, and the signature of the student or former student. The Request and Authorization to Release Record Information form is available from Records and Registration.
or on the College's website. The request must include the signature of the student and be submitted via hard copy or fax. Transcript requests may also be requested electronically through the National Student Clearinghouse secure website.

Official copies of transcripts will be released only to designated educational institutions or organizations. These copies must be sent directly to the requesting institution or organization and cannot be released to students, former students, or parents of students.

Official copies bear the Registrar’s signature and the College seal and are printed on security paper. Unofficial copies may be released directly to students or former students and will be stamped, “Issued to the student at his/her request.” The fee for transcripts, either official or unofficial, is $5 each. The fee is waived for current students. Transcripts will be sent within two days of receipt of request and payment. Students may also print unofficial copies of transcripts from CampusVue Portal.

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

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

Requests for copies of other records including health records, diplomas, and enrollment verification must also be received in writing; however, copies of these documents may be faxed or issued directly to students.

**Holds**

Holds of three types, Registration, Roster, and Transcript, may be placed on a student’s account.

- Roster holds bar students from attending class until the hold is addressed.
- Registration holds prevent students from registering for future terms or adding courses in the current term.
- Students with transcript holds will be unable to view their unofficial transcript in CampusVue Portal and their transcripts (official or unofficial) will not be released until the holds have been cleared.

**Release of Reference Information Policy**

Faculty and staff of Bryan College of Health Sciences may provide written reference information to students upon written request. Students must fill out the Letter of Reference Authorization Form and turn it in to Records and Registration for processing. The request must include the signature of the student and be submitted via hard copy or fax. Faculty and staff will receive a copy of the completed form and the original request form will be kept in the student’s file.

**Name Changes**

Students wishing to change their name in official college records should fill out a Student Name Change Form and submit it to Records and Registration with a copy of acceptable documentation of the name change. The following documents are considered acceptable documentation of an official name change: copy of marriage certificate/divorce decree; copy of court document with new name; copy of social security card with new name; copy of driver’s license with new name.

**Posthumous Degree Policy**

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

A request for a posthumous degree may be initiated by faculty. The request must be in writing and include a copy of the notification of the student’s death certificate.

Posthumous degrees may be awarded to deceased students who meet the following criteria:

- The death occurred in the academic year in which the student would have graduated;
- The student was in good standing both academically and professionally;
- The posthumous degree has the recommendation of the Chair of the Department, the Faculty, the Provost, and the President;
- The student has completed 75% or more of degree requirements;
- Individual circumstances will be considered on a case by case basis.
Student Rights and Responsibilities and Code of Conduct

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

Academic Integrity

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

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

Academic integrity includes but is not limited to:
- Behaving in a civil manner within the learning environment
- 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
- Managing time and resources to allow appropriate commitment to learning
- Taking responsibility for understanding the meaning and implications of academic integrity and dishonesty as described in the academic integrity policy

Academic dishonesty includes but is not limited to:
- Cheating: using or providing unauthorized assistance to gain or promote an unfair advantage.
- Deliberate Plagiarism: intentionally claiming the words or ideas of another as one’s own without attempting to give credit to the originator of the words or ideas, thereby implying the words or ideas are one’s own.
- Negligent Plagiarism: a pattern of failure to properly credit sources in a written or oral assignment, due to inexperience with writing academic papers or making professional presentations.
- Fabrication/Falsification: reporting or recording false information, or omitting required information.

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

Campus Security/Crime Prevention


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.

The possession of firearms, weapons or fireworks on campus is prohibited. Possession of any of these items on campus may result in immediate dismissal from the College.

Harassment

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

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

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

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

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

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

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

Tattoo Policy
Tattoos that are deemed offensive (including, but not limited to, drug related, sexually explicit, offensive language, and/or gang related in nature) must be covered at all times while at school or in school related experiences. The student must be able to comply with the policies of various agencies where clinical experiences are scheduled in order to participate in the required clinical courses of each program. Disputes will be resolved by the Undergraduate Studies Committee.
SERVICES & 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.

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

Writing Center
The Writing Center will address the student’s writing concerns in a timely, friendly, and knowledgeable manner. Writing Center consultants will help in all stages of the writing process: invention, organization, revision, and everything in between. Navigate the sticky particulars of APA style. Students can meet with the writing center consultant about any writing project they are working on, whether it’s an assigned essay for class, a cover letter and resume for a job, or writing just for fun. To make an appointment email: writingcenter@bryanhealthcollege.edu.

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

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

Advisement and Counseling Services
Bryan College of Health Sciences offers academic advising to all students from new student registration until graduation. The academic advisor assists the student in developing an academic plan for registration and sequencing of prerequisite and general education courses.

Upon enrollment at the College, students are assigned a major advisor in their program of study. The major advisor monitors the student’s academic progress and serves as a referral source for non-academic concerns. Contact may be...
initiated by either the student or the advisor. Students are encouraged to maintain frequent contact with their advisors to explore options and seek clarification as they set and achieve academic goals.

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

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

The College complies with federal regulations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and recognizes that it is required to provide reasonable accommodations that afford an equal opportunity for qualified students with disabilities. The College believes that achieving reasonable accommodations for a student with a disability is a shared responsibility between the student, faculty and staff. The College recognizes that it is not required to lower its standards or fundamentally alter the nature of the program provided.

Qualified students requiring reasonable accommodations to successfully complete the program of study are encouraged to notify the Clinical and Academic Development Director at the College of those accommodations as early as possible to prevent delays in admission or progression through the program. There are multiple sources and types of information that are useful to identify and support requested accommodations. Sources may include educational records, letters from educators, diagnostic reports, letters from health care providers, records of past accommodations, letters or records from local, state or federal agencies, and/or VA records. All accommodations are determined on a case by case basis.

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

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

**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 process that occur in the human body, other organisms and in nature.

**Student Organizations**

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

**Bryan Student Nurses' Association (BSNA)**
Nursing students are encouraged to join Bryan Student Nurses' Association (BSNA). Upon payment of dues to BSNA, students become members of the Nebraska Student Nurses’ Association and the National Student Nurses’ Association. Dues are the responsibility of the student. Membership and participation in the activities of the organizations are an important part of the development of the professional nurse. Students are encouraged to join in committee work and to hold an office in school, state and national organizations.

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

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

**Health Promotion Organization**
The Health Promotion Organization (HPO) offers student activities such as intramural sports and volunteer opportunities for local walks and the Lincoln Marathon. Information for these activities are communicated by email, the student newsletter and/or posted in the student center. College logo wear are sold for funding raising activities.
Diversity Club
This organization is open to all students and its mission is to educate, advocate and promote awareness of our diverse College and community through a supportive network.

Bryan College of Health Sciences Student Government Association
Bryan College of Health Sciences Student Government Association (SGA) is the voice of students and serves as a communication link between students and the College. SGA works toward building a positive campus environment.
General Studies
The General Studies division is home to General Education, Distance Education, and Academic Advancement. In addition to offering general education courses, the following programs are available to students in General Studies: Associate of Sciences in Health Professions-Health Sciences, Bachelor of Science in Health Professions-Healthcare Studies, and Certificate in Healthcare Management.

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

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

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

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

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

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

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

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

Total General Education Semester Hours Required for Degree: 23 | 43
MINORS

Minor Requirements
Baccalaureate degree seeking students are eligible to declare a minor in a variety of subject areas. The number of credit hours required may vary depending on the area in which the minor is being sought. A minimum of 12 credit hours in any minor must be earned at Bryan College of Health Sciences. Students wishing to earn a minor must complete the Declaration of Minor form and submit it to the Office of Records and Registration.

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

- BIOS205: Microbiology with Lab
- BIOS 120: Cell Biology with Lab
- BIOS301: Computer Simulations in Biomedical Sciences
- BIOS302: Bioinformatics
- BIOS303: Introduction to Epidemiology
- BIOS304: Immunology
- BIOS331: Advanced Pathophysiology
- BIOS310: Genetics
- BIOS320: Biochemistry with Lab
- BIOS410: Molecular Biology with Lab
- CHEM204: Principles of Organic Chemistry with Lab
- CHEM210: Organic Chemistry I with Lab
- CHEM220: Organic Chemistry II with Lab

Gerontology
Students are required to successfully complete 12 credit hours with 6 credit hours in the required courses and an additional 6 credit hours of choice (9 hours must be taken at Bryan).

Required (6 credits)
- GERO200: Gerontology in Today’s World
- GERO301: Physical and Psychological Aspects of Aging

Options (choose 6 credits)
- ECON302: Economics of Aging
- GERO303: Sociocultural Aspects of Aging
- GERO310: Death and Dying
- GERO401: Gerontology Internship (2-4 credits)

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

- ECON302: Economics of Aging or
- ECON404: Healthcare Economics
- MGMT210: Leadership and Organizational Behavior
- MGMT215: Global Healthcare Delivery and Financing
- MGMT412: Healthcare Marketing
- MGMT401: Management Theory, Concepts and Skills
- MGMT402: Human Resource Management
- MGMT403: Healthcare Finance and Budgeting
- MGMT405: Legal Issues in Healthcare Management

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

Required Courses:
- PBHL201: Introduction to Public Health
- PBHL301: Introduction to Environmental and Occupational Health
- BIOS303: Introduction to Epidemiology
- PBHL305: Global Health

Business and Management Emphasis:
- MGMT215: Global Healthcare Delivery and Financing
- MGMT405: Legal Issues in Healthcare Management

Cultural, Psychological and Social Emphasis:
- SOCI323: Healthcare Response to Violence in Society
- SOCI324: Applying Cultural Diversity in Health and Illness

Natural Science Emphasis:
- BIOS304: Immunology
- BIOS331: Advanced Pathophysiology
Social Sciences
Students are required to successfully complete 15 credit hours (12 hours must be taken at Bryan) in any of the following courses

- GER0200: Gerontology in Today's World
- GER0301: Physical and Psychological Aspects of Aging
- ECON302: Economics of Aging
- GER0303: Sociocultural Aspects of Aging
- GER0310: Death and Dying
- PSYC121: Introduction to Psychology
- PSYC201: Human Growth and Development
- PSYC321: Abnormal Psychology
- PSYC322: Interpersonal Relations in Healthcare
- PSYC325: Human Sexuality
- SOCI101: Introduction to Sociology
- SOCI222: Global Community: Cultural Diversity & Healthcare
- SOCI323: Healthcare Response to Violence in Society
- SOCI324: Applying Cultural Diversity in Health & Illness

Spanish for Health Professions
Students are required to successfully complete 12-21 credits (12 credits required at Bryan and 9 credits above SPAN202H). The goal of the Spanish for Healthcare Professions minor is for students to acquire the language skills and cultural awareness necessary to communicate effectively with Latino populations in healthcare settings. The requirements of the Spanish minor may be met through a combination of courses taken at Bryan College of Health Sciences, course hours transferred from another accredited institution of higher education and validation of knowledge by examination as follows:

- The computer assisted placement examination (CAPE) may be taken by students who have completed one or more Spanish courses in high school or college, or have other prior second language environments.
- The student may transfer in up to 6 semester credit hours of courses equivalent to those required for the Spanish minor taken at another accredited institution of higher education with a grade of C+ or better.
- The student must complete at least 12 credit hours toward the Spanish minor at Bryan College of Health Sciences.

Required Courses:
- SPAN101H: Beginning Spanish I for Health Professions (may be validated)
- SPAN102H: Beginning Spanish II for Health Professions (may be validated)
- SPAN201H: Intermediate Spanish I for Health Professions (may be validated)
- SPAN202H: Intermediate Spanish II for Health Professions (may be validated)
- SPAN220: Spanish Conversation for Health Professions
- SPAN320: Spanish Interpretation for Health Professions

Must complete one of the following two courses:
- SPAN401: Study Abroad
- SPAN402: Language Service Learning

Recommended as Cultural Studies, Humanities, or electives choices for Spanish minor students:
- SPAN313: Latinos in the United States
- SPAN315: Spanish American Civilization

Vascular Sonography (for Diagnostic Medical Sonography students only)
Diagnostic Medical Sonography students choosing the Vascular Sonography minor must complete the following 17 credit hours:
- CVDT226: Cardiovascular Physiology
- VASC344: Vascular Sonography Core I
- VASC320: Vascular Sonography: Pathophysiology & Procedures
- VASC315: Vascular Sonography Skills I
- VASC326: Vascular Sonography Skills II

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

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

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective Fall 2013, the grade point for those courses must be at least "C+" for entering students. For students that entered prior to Fall 2013, the grade point for the courses must be at least a "C". The student’s transcript will reflect the completion of the minor once the coursework has been completed.
CATEGORIES OF STUDY
The following courses are available in each of the categories of study at Bryan College of Health Sciences.

**BUSINESS/MANAGEMENT**
- ECON302: Economics of Aging
- ECON404: Healthcare Economics
- MGMT210: Leadership and Organizational Behavior
- MGMT215: Global Healthcare Delivery and Financing
- MGMT401: Management Theories, Concepts and Skills
- MGMT402: Human Resource Management
- MGMT403: Healthcare Finance and Budgeting
- MGMT405: Legal Issues in Healthcare Management
- MGMT410: Healthcare Management Field Experience
- MGMT412: Healthcare Marketing

**COMMUNICATIONS**
- COMM103: Public and Interpersonal Communication
- COMM104: Public Speaking
- HIMS100: Medical Terminology

**HEALTH/PHYSICAL RECREATION/RECREATION**
- HPER102: Yoga
- HPER106: Stress Management
- HPER107: Personal Safety
- HPER200: Physical Fitness for Life

**HUMANITIES/FINE ARTS**
- ARTS101: Art Therapy
- ENGL104: English Composition I
- ENGL154: English Composition II
- ENGL216: Women's Literature
- HIST201: History of Medicine in Western Society
- HUMS101: Introduction to Humanities
- INTL202-2 OR INTL202-3: Academic Travel Abroad
- MUSC100: Music Therapy
- PHIL210: Ethics in Healthcare
- RELI215: Comparative Religion
- RELI316: Christian Spirituality and Healing
- SIGN111: Sign Language for Healthcare Providers I
- SIGN211: Sign Language for Healthcare Providers II
- SPAN101H: Beginning Spanish I for Health Professions
- SPAN102H: Beginning Spanish II for Health Professions
- SPAN201H: Intermediate Spanish I for Health Professions
- SPAN202H: Intermediate Spanish II for Health Professions
- SPAN220: Spanish Conversation for Health Professions
- SPAN313: Latinos in the United States
- SPAN315: Spanish American Civilization
- SPAN320: Spanish Interpretation for Health Professions
- SPAN401: Study Abroad
- SPAN402: Language Service Learning

**MATHEMATICS**
- MATH104: Math for Healthcare Providers
- MATH105: Intermediate Algebra
- MATH155: College Algebra
- MATH205: Calculus
- STAT210: Elements of Statistics

**NATURAL SCIENCES**
- BIOS110/110L: General Biology with Lab
- BIOS120/120L: Cell Biology with Lab
- BIOS150: Scientific Literacy
- BIOS203/203L: Anatomy and Physiology I with Lab
- BIOS204/204L: Anatomy and Physiology II with Lab
- BIOS205/205L: Microbiology with Lab
- BIOS221: Pathophysiology
- BIOS234/234L: Anatomy with Lab
- BIOS235/235L: Physiology with Lab
- BIOS301: Computer Simulations in Biomedical Sciences
- BIOS302: Bioinformatics
- BIOS303: Introduction to Epidemiology
- BIOS304: Immunology
- BIOS310: Genetics
- BIOS320/320L: Biochemistry with Lab
- BIOS330: Scientific Research Methodology
BIOS331  Advanced Pathophysiology
BIOS340  Introduction to Forensic Science
BIOS410/410L  Molecular Biology with Lab
BIOS440  Field Research Experience I
BIOS450  Field Research Experience II
BIOS480  Senior Capstone
CHEM110/110L  General Chemistry I with Lab
CHEM120/120L  General Chemistry II with Lab
CHEM204/204L  Principles of Organic Chemistry with Lab
CHEM210/210L  Organic Chemistry I with Lab
CHEM220/220L  Organic Chemistry II with Lab
NUTR121  Nutrition
PHYS105/105L  Descriptive Physics with Lab
PHYS210/210L  Physics I with Lab
PHYS220/220L  Physics II with Lab

SOCIAL SCIENCES
GERO200  Gerontology in Today’s World
GERO310  Death & Dying
GERO301  Physical and Psychological Aspects of Aging
GERO303  Sociocultural Aspects of Aging
GERO401  Gerontology Internship
INTL202-2 OR INTL202-3  Academic Travel Abroad
PBHL201  Introduction to Public Health
PBHL301  Introduction to Environmental and Occupational Health
PBHL305  Global Health
PSYC121  Introduction to Psychology
PSYC201  Human Growth and Development
PSYC321  Abnormal Psychology
PSYC322  Interpersonal Relations in Healthcare
PSYC325  Human Sexuality
SOCI101  Introduction to Sociology
SOCI222  Global Community: Cultural Diversity & Healthcare
SOCI323  Healthcare Response to Violence in Society
SOCI324  Applying Cultural Diversity in Health And Illness

COURSES WHICH ALSO MEET THE CULTURAL STUDIES REQUIREMENT
ENGL216  Women’s Literature
GERO303  Sociocultural Aspects of Aging
INTL202-2 OR INTL202-3  Academic Travel Abroad
PBHL305  Global Health
PSYC325  Human Sexuality
RELIG15  Comparative Religion
SOCI222  Global Community: Cultural Diversity & Healthcare
SOCI324  Applying Cultural Diversity in Health And Illness
SIGN11  Sign Language for Healthcare Providers I
SIGN21  Sign Language for Healthcare Providers II
SPAN101H  Beginning Spanish I for Health Professions
SPAN102H  Beginning Spanish II for Health Professions
SPAN201H  Intermediate Spanish I for Health Professions
SPAN202H  Intermediate Spanish II for Health Professions
SPAN220  Spanish Conversation for Health Professions
SPAN313  Latinos in the United States
SPAN315  Spanish American Civilization
SPAN320  Spanish Interpretation for Health Professions
SPAN401  Study Abroad
SPAN402  Language Service Learning

GENERAL STUDIES
The Division of General Studies supports high levels of academic success through student-centered instruction and reliable assessment of learning outcomes that promote continuous quality improvement and inclusivity. Our exemplary faculty members take the time to know each student and provide the best possible education that prepares students for life-long learning and success in the real world. Here, students can choose from a variety of courses; degree programs in healthcare sciences and healthcare studies; opportunities for distance education; and undergraduate and graduate certificate programs in healthcare management.

We also offer specialized student services that provide resources and tools to meet the unique needs of a diverse student body including those with special needs. If you want more information or have questions please 402-481-8849, email kristy.plander@bryanhealthcollege.edu or call Admissions at 402-481-8863.
Distance Education

Bryan College of Health Sciences offers the option of taking courses in a more flexible environment in an online or hybrid format. Distance Education is incorporated into most programs in the College. The Distance Education Director works with faculty and administration to provide quality courses and services for all students in the program regardless of location. Refer to the course registration guide for courses offered in hybrid or online format. For more detail and answers to your questions, please contact the Distance Education Director by phone (402-381-8065) or by email at cindy.masek@bryanhealthcollege.edu.

Philosophy

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

Program Integration and Quality Assurance

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

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

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

Online Identity and Testing

Student identity in the distance setting is established through a personal password into an online secure learning management system. Testing may be done within that online system or through a proctor. Students for whom it is convenient may choose to use the on-site testing center when proctored tests are required. Or a live proctor may be arranged by the student, through an established process of locating a proctor that meets the requirements and then applying for approval of that proctor through the course.

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

While affording flexibility, online and hybrid courses are not suited to all learners. It is important to know one’s strengths and weaknesses as a learner to assess if online learning is a good fit. The Extended Learning Institute of Northern Virginia Community College generously permits our students to use their online learning assessment tool to help with this decision. This tool can be accessed at: http://eli.nvcc.edu/eliforme/eliforme.asp. If you are a student considering an online or hybrid course, please use this assessment tool to assist in the decision process. All logistics and costs for transportation and lodging associated with required face-to-face sessions on campus are the student’s responsibility. It applies no matter where you live, move to, or any other eventualities that may not have been anticipated.

Learning is always related to relationships and communication. Building relationships within an online or hybrid setting takes effort on your part: both to reach out to others to establish a connection and a willingness to participate when others reach out to you. In courses where people establish a sense of community with each other, those who participate most are the same most likely to succeed and persist in the course. In keeping with that philosophy, distance courses are designed and evaluated upon the Community of Inquiry learning model. This model, in part, builds upon the need for the development of social, cognitive and teaching presence to enhance the student educational experience.

Distance learning also requires an established set of online skills. We help students expand that knowledge through orientations, but the basic ability to use email, the computer and familiarity with online searches and tools is essential. As a student participating in the online environment, you are expected to have basic computer skills. If you do not have these skills, your success in the course may be impacted. Also, you are expected to:

- Maintain safety and security of your computer, i.e. keep antiviral program up to date.
- Create, save, find and manage files, i.e. “save as” and place document in a folder.
- Maneuver within and between applications, i.e. use the tool bar at the bottom to move between open programs and documents.
- Create and modify Word, Excel and Power Point documents.
- Print documents.
- Compose, address and send messages in email.
- Add, open and save email attachments to your computer.
- Save and transfer data via portable devices, i.e. use a jump-drive, memory stick.
- Browse web using search engines, i.e. look things up in Google, Yahoo, etc.
- Download and save a variety of document types, i.e. PDF’s.

For more detail and answers to your questions, please contact the Distance Education Director by phone (402-381-8065) or by email at cindy.masek@bryanhealthcollege.edu.
- Know how to save a document in other formats such as .doc, .docx, .rtf, .txt, etc.
- Know how to update and reliably maintain current versions of commonly used programs such as Adobe Reader, Flash, QuickTime, Windows Media Player, Java, etc.

**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 head phones or ear buds. The following are the requirements for your computer or laptop.

<table>
<thead>
<tr>
<th><strong>Personal Computer</strong></th>
<th><strong>Apple/Macintosh</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 7, 8.1 or newer</td>
<td>Mac Os X 10.7.x or later</td>
</tr>
<tr>
<td>2.4 GHz Intel Pentium processor minimum and Intel Core 2 Duo (2.4 GHz or higher) recommended</td>
<td>Power PC processor</td>
</tr>
<tr>
<td>2 GB RAM minimum and 4 GB or higher recommended</td>
<td>2 GB of RAM or higher</td>
</tr>
<tr>
<td>JavaScript and cookies must be enabled (free download)</td>
<td></td>
</tr>
</tbody>
</table>

**Internet Browser Support**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Explorer latest version</td>
<td>Safari version latest version</td>
</tr>
<tr>
<td>Google Chrome latest version</td>
<td>Google Chrome latest version</td>
</tr>
<tr>
<td>Mozilla Firefox latest version</td>
<td>Mozilla Firefox latest version</td>
</tr>
</tbody>
</table>

**Needed for Both Types of Computers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage - 80 GB or more</td>
<td>Speakers/headset/microphone</td>
</tr>
<tr>
<td>56 kbps modem/ broadband required</td>
<td>Microsoft Silverlight (free download)</td>
</tr>
<tr>
<td>Microsoft Office Student Edition or higher</td>
<td>Adobe Acrobat Reader (free download)</td>
</tr>
<tr>
<td>Flash Player (free download)</td>
<td>Java (free download)</td>
</tr>
<tr>
<td>Web cameras and microphones are often required for many courses and may also be necessary to take full advantage of student services in the distance setting.</td>
<td>Windows Media Player (If you can’t install Windows Media Player on your Mac, you may use a comparable media player instead)</td>
</tr>
</tbody>
</table>
GENERAL STUDIES DEGREES AND CERTIFICATE PROGRAMS

ASSOCIATE OF SCIENCE IN HEALTH PROFESSIONS: HEALTH SCIENCES MAJOR

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Course</th>
<th>Credits</th>
<th>Semester 2</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>English Composition</td>
<td>3</td>
<td></td>
<td>Healthcare Elective*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Studies Elective</td>
<td>3</td>
<td></td>
<td>Natural Science Elective*</td>
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*Courses in the major

**Total Credits  63  **  **Credits in Major  31  **

Students earning an Associate of Science in Health Professions: Health Sciences Major must complete a minimum of 63 credits with 31 of them in the major. All general education requirements for an Associate of Science degree as specified in the College catalog must be met.
BACHELOR OF SCIENCE IN HEALTH PROFESSIONS – HEALTHCARE STUDIES

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

Requirements for Graduation
Attainment of the Bachelor of Science degree in Health Professions: Healthcare Studies requires satisfactory completion of 120 semester hours of credit. Each student must complete a core requirement of 51 general education credits. The remaining 69 credit hours will be comprised of a minimum of 40 credit hours in the major including two concentration areas, and additional elective credits to equal 120 credits. A minimum grade of C+ is required in all courses.

Learning Outcomes: (Curriculum Objectives)
Upon completion of this program, students will:
A. Demonstrate skill in critical thinking, quantitative reasoning, communication, basic ethics and professional standards specific to various health professions.
B. Utilize a broad range of academic proficiencies which enhance opportunities for pursuing an advanced degree in a chosen health profession.
C. Apply knowledge and skills necessary to successfully function in entry-level positions in a variety of health professions settings.

CURRICULUM PLAN

Required Core General Education Courses

Natural Sciences: Electives
(may be specified depending on concentration chosen) 16 credits

Social Sciences: Social Sciences Electives
Social Sciences Elective (upper division) 3 credits

Communications: Public Speaking
Medical Terminology 1 credit

Mathematics: College Algebra
Elements of Statistics 3 credits

Healthcare Management: Elective

Humanities/Fine Arts: Introduction to BCHS
English Composition I
Ethics in Healthcare
Humanities/Fine Arts Elective

Total Required Core of General Education Credits: 51 credits
Concentration Combinations

Public Health/Biomedical Sciences: (Take 46 credits: All from Category A, all from Category B, 12 from Category C, all from Category D)

**Category A:**
- Introduction to Public Health  3 credits
- Introduction to Environmental and Occupational Health  3 credits
- Global Health  3 credits
- Introduction to Epidemiology  3 credits
- Immunology  3 credits

**Category B:**
- Pathophysiology  3 credits
- Advanced Pathophysiology  3 credits
- Genetics  3 credits

**Category C:**
- Legal Issues in Healthcare Management  3 credits
- Healthcare Response to Violence in Society  3 credits
- Applying Cultural Diversity in Health and Illness  3 credits
- Computer Simulation in Biomedical Sciences  3 credits
- Bioinformatics  3 credits
- Nutrition  3 credits

**Category D:**
- Senior Internship/Practicum  6 credits
- Capstone  3 credits
- Preparation for Professional Practice  1 credit

Public Health/Social Sciences (Take 43 credits: All from Category A, 15 from Category B, 3 from Category C, all from Category D)

**Category A:**
- Introduction to Public Health  3 credits
- Introduction to Epidemiology  3 credits
- Introduction to Environmental and Occupational Health  3 credits
- Immunology  3 credits
- Global Health  3 credits

**Category B:**
- Human Growth and Development  3 credits
- Abnormal Psychology  3 credits
- Human Sexuality  3 credits
- Interpersonal Relations in Healthcare Professions  3 credits
- Healthcare Response to Violence in Society  3 credits
- Applying Cultural Diversity in Health and Illness  3 credits

**Category C:**
- Pathophysiology  3 credits
- Legal Issues in Healthcare Management  3 credits
- Nutrition  3 credits

**Category D:**
- Senior Internship/Practicum  6 credits
- Capstone  3 credits
- Preparation for Professional Practice  1 credit
Public Health/Healthcare Management* (Take 40 credits: All from Category A, 12 from Category B, and 3 from category C, all from Category D)

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

**Category A:**
- Introduction to Public Health: 3 credits
- Introduction to Epidemiology: 3 credits
- Introduction to Environmental and Occupational Health: 3 credits
- Immunology: 3 credits
- Global Health: 3 credits

**Category B:**
- Legal Issues in Healthcare Management: 3 credits
- Healthcare Economics or Economics of Aging: 3 credits
- Leadership and Organizational Behavior: 3 credits
- Global Healthcare Delivery and Financing: 3 credits
- Human Resource Management: 3 credits
- Healthcare Marketing: 3 credits
- Healthcare Finance and Budgeting: 3 credits

**Category C:**
- Advanced Pathophysiology: 3 credits
- Nutrition: 3 credits
- Healthcare Response to Violence in Society: 3 credits
- Applying Cultural Diversity in Health and Illness: 3 credits

**Category D:**
- Senior Internship/Practicum: 6 credits
- Capstone: 3 credits
- Preparation for Professional Practice: 1 credit

Public Health/Gerontology (Take 44 credits: All from Category A, all from Category B, 3 from Category C, all from Category D)

**Category A:**
- Introduction to Public Health: 3 credits
- Introduction to Epidemiology: 3 credits
- Introduction to Environmental and Occupational Health: 3 credits
- Immunology: 3 credits
- Global Health: 3 credits

**Category B:**
- Gerontology in Today’s World: 3 credits
- Death and Dying: 3 credits
- Economics of Aging: 3 credits
- Sociocultural Aspects of Aging: 3 credits
- Physical and Psychological Aspects of Aging: 3 credits
- Human Growth and Development: 3 credits

**Category C:**
- Abnormal Psychology: 3 credits
- Nutrition: 3 credits
- Pathophysiology: 3 credits

**Category D:**
- Senior Internship/Practicum: 6 credits
- Capstone: 3 credits
- Preparation for Professional Practice: 1 credit
Biomedical Sciences/Healthcare Management*(Take 43 credits: All from Category A, 12 from Category B, all from Category C)

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

Category A:
- Pathophysiology 3 credits
- Advanced Pathophysiology 3 credits
- Introduction to Epidemiology 3 credits
- Immunology 3 credits
- Genetics 3 credits
- Computer Simulation in Biomedical Sciences 3 credits
- Bioinformatics 3 credits

Category B:
- Legal Issues in Healthcare Management 3 credits
- Healthcare Economics or Economics of Aging 3 credits
- Leadership and Organizational Behavior 3 credits
- Global Healthcare Delivery and Financing 3 credits
- Human Resource Management 3 credits
- Healthcare Marketing 3 credits
- Healthcare Finance and Budgeting 3 credits

Category C:
- Senior Internship/Practicum 6 credits
- Capstone 3 credits
- Preparation for Professional Practice 1 credit

Social Sciences/Gerontology: (Take 44 credits: 15 from Category A, all from Category B & C)

Category A:
- Human Growth and Development 3 credits
- Abnormal Psychology 3 credits
- Human Sexuality 3 credits
- Interpersonal Relations in Healthcare Professions 3 credits
- Healthcare Response to Violence in Society 3 credits
- Applying Cultural Diversity in Health and Illness 3 credits

Category B:
- Gerontology in Today’s World 3 credits
- Death and Dying 3 credits
- Economics of Aging 3 credits
- Sociocultural Aspects of Aging 3 credits
- Physical and Psychological Aspects of Aging 3 credits

Category C:
- Nutrition 3 credits
- Healthcare Management Elective 3 credits
- Senior Internship/Practicum 6 credits
- Capstone 3 credits
- Preparation for Professional Practice 1 credit

Biomedical Sciences/Social Science: (Take 46 credits: 15 from Category A, all from Category B & C)

Category A:
- Human Growth and Development 3 credits
- Abnormal Psychology 3 credits
- Human Sexuality 3 credits
- Interpersonal Relations in Healthcare 3 credits
- Healthcare Response to Violence in Society 3 credits
- Applying Cultural Diversity in Health and Illness 3 credits

Category B:
- Pathophysiology 3 credits
- Advanced Pathophysiology 3 credits
- Introduction to Epidemiology 3 credits
- Immunology 3 credits
- Genetics 3 credits
- Computer Simulation in Biomedical Sciences 3 credits
- Bioinformatics 3 credits

Category C:
- Senior Internship/Practicum 6 credits
- Capstone 3 credits
- Preparation for Professional Practice 1 credit
**Biomedical Sciences/Gerontology: (47 credits)**

- Gerontology in Today's World: 3 credits
- Death and Dying: 3 credits
- Economics of Aging: 3 credits
- Sociocultural Aspects of Aging: 3 credits
- Physical and Psychological Aspects of Aging: 3 credits
- Nutrition: 3 credits
- Pathophysiology: 3 credits
- Advanced Pathophysiology: 3 credits
- Introduction to Epidemiology: 3 credits
- Immunology: 3 credits
- Genetics: 3 credits
- Computer Simulation in Biomedical Sciences: 3 credits
- Bioinformatics: 3 credits
- Senior Internship/Practicum: 6 credits
- Capstone: 3 credits
- Preparation for Professional Practice: 1 credit

**Gerontology/Healthcare Management* (Take 44 credits: all credits from Category A, 12 credits from Category B, all from Category C)**

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

**Category A:**
- Abnormal Psychology: 3 credits
- Gerontology in Today's World: 3 credits
- Death and Dying: 3 credits
- Economics of Aging: 3 credits
- Sociocultural Aspects of Aging: 3 credits
- Physical and Psychological Aspects of Aging: 3 credits
- Human Growth and Development: 3 credits
- Nutrition: 3 credits

**Category B:**
- Legal Issues in Healthcare Management: 3 credits
- Healthcare Economics or Economics of Aging: 3 credits
- Leadership and Organizational Behavior: 3 credits
- Global Healthcare Delivery and Financing: 3 credits
- Human Resource Management: 3 credits
- Healthcare Marketing: 3 credits
- Healthcare Finance and Budgeting: 3 credits

**Category C:**
- Senior Internship/Practicum: 6 credits
- Capstone: 3 credits
- Preparation for Professional Practice: 1 credit
HEALTHCARE MANAGEMENT CERTIFICATE PROGRAM (UNDERGRADUATE)

PHILOSOPHY FOR HEALTHCARE MANAGEMENT CERTIFICATE - UNDERGRADUATE PROGRAM
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 timeframe for courses and/or the program of study is designed to enhance the ability of the student to complete this 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.

Requirements for Completion
Certificate: 13 credit hours
This program prepares the graduate to apply management principles including leadership and management skills in the healthcare setting. The Certificate in Healthcare Management is a 13-credit hour program consisting of four, three-credit courses and a one credit-hour field experience. The program can be completed part-time and is designed for completion in two years or less. The courses are fully online in a 16 week format.

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.
- MGMT210: Leadership and Organizational Behavior
- MGMT215: Global Healthcare Delivery and Financing
- MGMT401: Management Theory, Concepts and Skills
- MGMT402: Human Resource Management
- MGMT403: Healthcare Finance and Budgeting
- ECON302: Economics of Aging or
- ECON404: Healthcare Economics
- MGMT405: Legal Issues in Healthcare
- MGMT412: Healthcare Marketing

Students must complete:
- MGMT410: Healthcare Management Field Experience.

Course descriptions are located in the general education curriculum section of this catalog.

Curriculum Objectives – HEALTHCARE MANAGEMENT CERTIFICATE

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 to 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.
Bachelor of Science in Nursing Philosophy (for students enrolled prior to Fall 2015)
The faculty of Bryan College of Health Sciences, School of Nursing, believes that:

Nursing is an art and a science: the embodiment of caring. It consists of a unique, integrated body of knowledge and requires critical thinking, decision making and problem solving skills. Nursing addresses holistic human responses to varied levels of health in a variety of settings, and is concerned with illness prevention, health promotion and health maintenance. Nurses actively collaborate with other healthcare professionals to promote safe holistic care of their clients. They provide care to individuals, families, groups and communities. Nursing requires commitment and responsibility to society and to the profession.

The individual is a unique and multidimensional being with inherent worth and dignity. Individuals interact with the environment in a dynamic process which requires change over time. 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 therefore are responsible for their own actions.

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, families and communities 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.

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.

Professional nursing education is built on an integrated study of the natural sciences, social sciences and humanities in order to promote critical thinking, caring, respect and concern for individuals, families, communities and societies. This integrated program of nursing science and General Education is designed to develop an appreciation for the arts and sciences. This contributes to an individual’s understanding of and participation in society as a whole. The nursing major provides a theoretical base concurrent with practice in a variety of settings, and prepares a nurse generalist. Baccalaureate education provides the foundation for graduate education and advanced practice and expands an individual’s perspectives on life, attitudes, values and beliefs.

The 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 a full range of nursing activities within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors. This environment will provide quality education which develops critical thinking and nursing competence. A graduate of the College will possess the ability to integrate theories, concepts, and research findings into nursing practice, shaping the future of nursing and meeting the emerging healthcare needs of society.

Bachelor of Science in Nursing Conceptual Framework (for students enrolled prior to Fall 2015)
The conceptual framework of Bryan College of Health Sciences is composed of six major interrelated concepts: caring, nursing, client, health, environment and process. Caring is the unifying concept of the framework and therefore is centrally located within the model.

The six major concepts are further divided into sub concepts used in operationalization of the curriculum.

Nursing is an art and science. The sub concepts of roles and professionalism are principle aspects of nursing that provide the basis for autonomous and collaborative nursing action.

Caring reflects the nurturant and assistive attributes that are central to nursing. The acquisition of the art of caring is facilitated through the use of caring actions.

Client encompasses individual, family and community systems. The student interacts with these entities from a holistic perspective.

Health expresses the full range of a client’s potentialities. Health is facilitated by interventions based on a client’s human responses. Nurses provide care directed at health promotion, illness prevention, health restoration, and health maintenance.

Process is the series of actions or operations nurses use as they attend to the needs of clients. These actions or operations include research, leadership/management, learning, communication, critical thinking, and ethics.
Environment exists in a reciprocal relationship with clients. It is composed of internal and external factors affecting clients.

**Bachelor of Science in Nursing Curriculum Objectives (for students enrolled prior to Fall 2015)**

In order to implement the goals of the College, the faculty plan the curriculum so that upon completion of the program of studies the student will:

1. **CURRICULUM OBJECTIVE #1 FOR MAJOR CONCEPT -NURSING:** Assume the position of professional nurse through enactment of nursing roles, demonstration of professional behavior and practice, and implementation of nursing care congruent with current nursing practice.
2. **CURRICULUM OBJECTIVE #2 FOR MAJOR CONCEPT -CLIENT:** Provide holistic nursing care that emphasizes interrelatedness of the physiological, spiritual, psychological, sociocultural and developmental dimensions.
3. **CURRICULUM OBJECTIVE #3 FOR MAJOR CONCEPT -PROCESS:** Integrate the processes of critical thinking, nursing process, nursing research, leadership/management, learning, communication and ethics into the practice of professional nursing.
4. **CURRICULUM OBJECTIVE #4 FOR MAJOR CONCEPT -HEALTH:** Promote optimal health through analysis of responses to events and nursing interventions.
5. **CURRICULUM OBJECTIVE #5 FOR MAJOR CONCEPT -CARING:** Operationalize caring through self-development and interaction with individuals, families, communities and healthcare professionals.
6. **CURRICULUM OBJECTIVE #6 FOR MAJOR CONCEPT -ENVIRONMENT:** Integrate knowledge of the reciprocal relationship of environment, health status and healthcare delivery.

**Bachelor of Science in Nursing (for students enrolled prior to Fall 2015)**

Our program prepares graduates as entry-level nurse generalists. Graduates are eligible to file an application to take the National Council Licensing Examination for attainment of professional licensure as a registered nurse. The curriculum is designed to be completed in four years of study consisting of eight semesters and one summer session. Nursing students become formally matriculated into nursing courses upon completion of all requirements to begin the third semester.

**Requirements for graduation (for students enrolled prior to Fall 2015)**

Bachelor of Science in Nursing Degree: 128 credit hours

Attainment of the degree requires satisfactory completion of 128 semester hours of credit. These hours are equally divided between the nursing major and other academic study. A total of 64 semester hours of academic studies outside the nursing major is required. Of the 64 semester hours of non-nursing academic study, 58 semester hours are specifically designated General Education studies in the areas of natural sciences, social sciences, humanities, mathematics, business/management and health/recreation/physical education. The remaining six semester hours are non-nursing electives. A minimum 2.5 grade point average (4.0 system) is required in each non-nursing course. A total of 64 semester hours of credit in the nursing major is required. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.
**Bachelor of Science in Nursing Sample Plan of Study**  
*(For students enrolled prior to Fall 2015)*

- **Nursing Courses**  
  - General Education courses

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<td>● PHIL210 Ethics in Healthcare</td>
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<td>■ NURS313 Evidence Based Practice and Research for Nurses</td>
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<td>■ NURS303 Psychiatric Nursing</td>
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<td>■ NURS314 Family Health Nursing</td>
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<td>● NURS401 Nursing Management</td>
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1 credit hour theory = 15 contact hours  
1 credit hour clinical = 45 contact hours
Bachelor of Science in Nursing Philosophy (for students enrolling Fall 2015)
The faculty of Bryan College of Health Sciences, School of Nursing, believes that:

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

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

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

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

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

Bachelor of Science in Nursing Conceptual Framework (for students enrolling Fall 2015)
The conceptual framework of Bryan College of Health Sciences, School of Nursing is composed of eight interrelated concepts: collaboration, critical thinking, leadership, information management, person-centered care, safety, health, and global community. Person-centered care is the unifying concept of the framework and therefore is centrally located within the model.

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

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

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

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

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

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

- **Safety** involves “Minimizing risk of harm to clients and providers through system effectiveness and individual performance” (Cronenwett et. al, 2007, p. 128).
Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience.

Health and nursing practice are influenced by the Global Community, or worldwide human connectedness.

Reference:

Bachelor of Science in Nursing Program Outcomes (for students enrolling Fall 2015)
1. Influence person-centered care to enhance health.
   (Concepts: Person-Centered Care; Health)
2. Integrate critical thinking and information management to promote health and safety.
   (Concepts: Critical Thinking; Information Management; Health; Safety)
3. Collaborate as a member/leader of interprofessional teams to optimize systems and healthcare outcomes.
   (Concepts: Collaboration; Leadership)
4. Commit to the profession of nursing within the context of the global community.
   (Concepts: Global Community)

Bachelor of Science in Nursing (for students enrolling Fall 2015)
Our program prepares graduates as entry-level nurse generalists. Graduates are eligible to file an application to take the National Council Licensing Examination for attainment of professional licensure as a registered nurse. The curriculum is designed to be completed in four years of study consisting of eight semesters and one summer session. Nursing students become formally matriculated into nursing courses upon completion of all requirements to begin the third semester.

Requirements for graduation (for students enrolling Fall 2015)
Bachelor of Science in Nursing Degree: 128 credit hours

Attainment of the degree requires satisfactory completion of 128 semester hours of credit. These hours are divided between the nursing major and other academic study. A total of 61 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 2.5 grade point average (4.0 system) is required in each non-nursing course. A total of 67 semester hours of credit in the nursing major is required. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.
Sample Curriculum Plan for BSN Curriculum by Levels
(For students enrolling Fall 2015)

**LEVEL I - Freshman Year**

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>HOURS</th>
<th>SEMESTER II</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIMS100 Medical Terminology</td>
<td>1</td>
<td>SOCI101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>GSTU101 Introduction to BCHS Experience</td>
<td>1</td>
<td>PSYC121 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM103 Principles of Chemistry</td>
<td>4</td>
<td>BIOS150 Scientific Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENGL104 English Composition I</td>
<td>3</td>
<td>BIOS 204 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MATH155 College Algebra</td>
<td>3</td>
<td>BIOS205 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS203 Anatomy and Physiology I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**LEVEL II - Sophomore Year**

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>HOURS</th>
<th>SEMESTER IV</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC201 Human Growth and Development</td>
<td>3</td>
<td>*Gen Ed Elective with cultural study designation</td>
<td>3</td>
</tr>
<tr>
<td>BIOS221 Pathophysiology</td>
<td>3</td>
<td>*Communications Elective</td>
<td>3</td>
</tr>
<tr>
<td>NURS201 Issues &amp; Trends in Professional Nursing I</td>
<td>3</td>
<td>NURS221 Nursing Care I</td>
<td>6</td>
</tr>
<tr>
<td>NURS207 Foundations of Nursing Practice</td>
<td>4</td>
<td>NURS222 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS208 Health Assessment Across the Life Span</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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</table>

**LEVEL III - Junior Year**

<table>
<thead>
<tr>
<th>SEMESTER V</th>
<th>HOURS</th>
<th>SEMESTER VI</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR121 Nutrition</td>
<td>3</td>
<td>PHIL210 Ethics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>STAT210 Elements of Statistics</td>
<td>3</td>
<td>NURS333 Nursing Care III</td>
<td>6</td>
</tr>
<tr>
<td>NURS307 Nursing Care II</td>
<td>6</td>
<td>NURS335 Family Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS308 Psychiatric Mental Health Nursing</td>
<td>5</td>
<td>NURS337 Research &amp; Evidence-Based Practice in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>SUMMER</td>
<td>HOURS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS322 Nursing Practicum</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL IV - Senior Year**

<table>
<thead>
<tr>
<th>SEMESTER VII</th>
<th>HOURS</th>
<th>SEMESTER VIII</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Business/Management Elective</td>
<td>3</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>*Gen Ed Elective with cultural study designation</td>
<td>3</td>
<td>NURS422 Nursing Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS404 Nursing Care IV</td>
<td>6</td>
<td>NURS424 Issues and Trends in Professional Nursing II</td>
<td>2</td>
</tr>
<tr>
<td>NURS405 Community-Based Nursing</td>
<td>5</td>
<td>NURS425 Preparation for Licensure</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**OTHER REQUIREMENTS**

**Basic Nursing Assistant or Equivalent**
A Basic Nursing Assistant course or basic Patient Care course with a clinical component is required prior to the Foundations of Nursing course for students pursuing a nursing degree.

**CPR for the Healthcare Provider**
Students are required to have completed a Basic Life Support (BLS)/Cardiopulmonary Resuscitation (CPR) for the Healthcare Provider course prior to beginning clinical experiences. Students are responsible for maintaining their CPR certification throughout the program. Acceptable courses are: American Heart Association (AHA) for the Healthcare Provider or American Red Cross (ARC) Professional Rescuer/AED. 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.
RN-BSN COMPLETION OPTION

As a nurse, you have a wonderful yet challenging opportunity to make a difference in someone’s life. By advancing your education to completion of a bachelor’s degree in nursing, you open your career to additional opportunities. At the Bryan College of Health Sciences RN to BSN Completion Option your hard work and skills as a registered nurse are recognized and rewarded to fast track attainment of your degree.

The RN to BSN Completion Option offers many advantages:
Credit for prior learning and nursing experience; individualized based on your personal experience; convenient schedule is completed at your own pace to allow you to continue family life and a professional career; hybrid format involving a mix of face-to-face on campus sessions, independent study assignments, and online learning assignments; and high quality faculty and facilities to expand your nursing perspectives. All logistics and costs for transportation and lodging associated with required face-to-face sessions on campus are the student’s responsibility. It applies no matter where you live, move to, or any other eventualities that may not have been anticipated.

Admission Requirements:
Each individual who applies is evaluated in terms of the following criteria:
- Graduation from an accredited diploma or associate degree nursing program.
- Active, unrestricted, RN license.
- Employment history.
- Official college transcripts from all institutions attended.
- Personal, professional or educational references.

Application Procedure:
Students must apply and be accepted at Bryan College of Health Sciences. Students are encouraged to meet with the Bryan College of Health Sciences academic advisor to discuss availability of General Education courses, development of an academic plan for registration and sequencing of courses.

RN-BSN Completion Option Curriculum Requirements: (for students enrolled prior to Fall 2015)
The RN-BSN Completion Option is 128 total credits. As a registered nurse, you’ll receive 36 credit hours toward the required 64 nursing major credit hours, plus the opportunity to use your clinical practice experience in the workplace toward the remaining 28 nursing major credit hours. A minimum of 6 nursing courses must be completed at Bryan College of Health Sciences. This option consists of 64 credit hours of nursing courses and 64 credit hours of general education courses. College transcripts will be reviewed for general education requirements you have met that can be applied toward the general education credit hour requirement. A faculty member will meet with you to identify general education courses you need to complete your degree.

RN-BSN Curriculum Plan (for students enrolled prior to Fall 2015)

Basic Nursing Education (Associate Degree or Diploma) granted 36 hours of credit.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS332RN Transition to Baccalaureate Education</td>
<td>4</td>
</tr>
<tr>
<td>NURS205RN Health Assessment Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS313RN Evidenced Based Practice and Research for Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS401RN Nursing Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS402RN Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS403RN Nursing Care IV</td>
<td>5</td>
</tr>
<tr>
<td>NURS411RN Issues and Trends in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS421RN Level IV Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

28 semester hours

Students who have clinical practice experience in the workplace can apply for portfolio validation toward the above 28 nursing credit hours. During this process, your workplace experience will be evaluated to determine if you have applied the necessary concepts to meet the clinical objectives of the course. Portfolio validation of clinical credit will be completed in the semester the student is registered for the course.

Students are required to come to campus for all face-to-face sessions each semester. Requests for clinical experiences outside of the state of Nebraska cannot be guaranteed and will depend on the federal and state regulations for the state being requested.

RN-BSN Completion Option Curriculum Requirements (for students enrolling Fall 2015)
The RN-BSN Completion Option is 128 credits. As a registered nurse, you’ll receive 42 credit hours toward the required 67 nursing major credit hours, plus the opportunity to use your clinical practice experience in the workplace toward the remaining 27 nursing major credit hours. A minimum of 6 nursing courses must be completed at Bryan College of Health Sciences. This option consists of 27 credit hours of nursing courses and 59 credit hours of general education courses. College transcripts will be reviewed for general education requirements you have met that can be applied toward the general education credit hour requirement. A faculty member will meet with you to identify general education courses you need to complete your degree.

Mathematics Placement
RN-BSN 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.
Sample RN-BSN Curriculum Plan
(For students enrolling Fall 2015)

### Four Semester Plan—Fall Start

<table>
<thead>
<tr>
<th>SEMESTER I (Fall)</th>
<th>HOURS</th>
<th>SEMESTER II (Spring)</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS208RN Health Assessment Across the Lifespan</td>
<td>3</td>
<td>◊ NURS422RN Nursing Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS334RN Transition to Baccalaureate Education</td>
<td>3</td>
<td>NURS431RN Issues &amp; Trends for Practicing Nurses</td>
<td>3</td>
</tr>
<tr>
<td>◊ NURS337RN Research &amp; Evidence-Based Practice in Nursing</td>
<td>3</td>
<td>*Business/Management Elective</td>
<td>3</td>
</tr>
<tr>
<td>*BIOS150 Scientific Literacy</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>TOTAL</td>
<td>9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III (Summer)</th>
<th>HOURS</th>
<th>SEMESTER IV (Fall)</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ NURS405RN Community-Based Nursing</td>
<td>5</td>
<td>NURS435RN Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS455RN Nursing Capstone</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Four Semester Plan—Spring Start

<table>
<thead>
<tr>
<th>SEMESTER I (Spring)</th>
<th>HOURS</th>
<th>SEMESTER II (Summer)</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS208RN Health Assessment Across the Lifespan</td>
<td>3</td>
<td>◊ NURS405RN Community-Based Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS334RN Transition to Baccalaureate Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◊ NURS337RN Research &amp; Evidence-Based Practice in Nursing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BIOS150 Scientific Literacy</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>TOTAL</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III (Fall)</th>
<th>HOURS</th>
<th>SEMESTER IV (Spring)</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ NURS422RN Nursing Leadership &amp; Management</td>
<td>3</td>
<td>NURS435RN Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS431RN Issues &amp; Trends for Practicing Nurses</td>
<td>3</td>
<td>NURS455RN Nursing Capstone</td>
<td>4</td>
</tr>
<tr>
<td>*Business/Management Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>TOTAL</td>
<td>7</td>
</tr>
</tbody>
</table>

* Denotes general education courses only offered at Bryan College of Health Sciences. These include BIOS150 Scientific Literacy and the Business/Management Elective. Additional courses may be taken any semester in order to fulfill all general education requirements.

◊ Denotes Nursing Courses with general education pre-requisites.

Students who have clinical practice experience in the workplace can apply for portfolio validation toward the above 27 nursing credit hours. During this process, your workplace experience will be evaluated to determine if you have applied the necessary concepts to meet the clinical objectives of the course. Portfolio validation of clinical credit will be completed in the semester the student is registered for the course.

Students are required to come to campus for all face-face sessions each semester. Requests for clinical experiences outside of the state of Nebraska cannot be guaranteed and will depend on the federal and state regulations for the state being requested.
Essential Abilities of Nursing Students (Traditional BSN and RN-BSN Completion Option Students)

The following are the essential physical, cognitive and behavioral abilities the student must possess to successfully complete the nursing programs. These abilities are not conditions of admission. However, they reflect the performance abilities and characteristics necessary for the student to successfully complete program requirements.

The applicant must decide if he/she has any limitations that may restrict or interfere with satisfactory performance of any of the required skills and abilities. It is the responsibility of the applicant to meet the standards outlined below, and to request those accommodations that he/she feels are reasonable and necessary to perform the essential functions. All students must be able to meet the performance requirements to progress in and complete the nursing programs. The applicant should consult with the Dean of Undergraduate Nursing to discuss any individual circumstance in which he/she may not be able to meet the essential requirements.

Physical Strength
The ability to:
- Lift and carry materials weighing up to 50 pounds.
- Push hospital beds; transport patients.
- Lift, transfer and move patients to and from wheelchair, table, stretcher and/or bed.
- Push equipment on wheels.
- Stand for up to 75-80% of a shift.

Mobility
The ability to:
- Support and transfer patients safely from bed to wheelchair, and modify patient position in bed.
- Move in and out of treatment areas; quickly when necessary.
- Respond to emergency situations in a timely manner.
- Reach equipment and parts of patient's body.
- Reach below waist level to manipulate equipment.
- Use elevator and/or stairs.

Psychomotor Skills & Dexterity:
The ability to:
- Distinguish textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.
- Maintain steady arm and hand movement.
- Operate and manipulate equipment.

Communication
The ability to:
- Communicate and interpret effectively both verbally and nonverbally (including writing skills).
- Interact positively with people from all levels of society, and all ethnic, cultural and religious backgrounds.
- Follow verbal instructions.
- Write legibly.

Visual/Auditory
The ability to:
- Make accurate observations of patients and environment.
- Read handwritten instructions/orders.
- Read fine print, including small medication packets/syringes.
- Read computer screens and monitors.
- Hear and understand patients and staff; assess and monitor patient sounds.
- Detect and discriminate between sounds of normal conversation, including through a surgical mask.
- Distinguish a variety of sounds including but not limited to equipment alarms and monitors, Doppler ultrasound, phones, beepers, overhead paging and heart and blood pressure sounds.
- See and discriminate between varieties of equipment visual alarms.
- See and function in dim lighting.

Cognitive
The ability to:
- Apply theory content in the clinical setting.
- Think critically and make appropriate decisions in emergency and non-emergency situations.
- Assimilate pertinent information and report to appropriate healthcare personnel.
- Read and record information accurately.

Adaptability:
The ability to:
- Work accurately and safely under stress.
- Concentrate in distracting situations.
- Adapt quickly to changes in the environment/situation.
- Make timely and appropriate decisions related to seeking supervisory assistance/consultation.
- Respond to feedback appropriately and maturely.
- Follow established policies.
SCHOOL OF HEALTH PROFESSIONS
BASIC NURSING ASSISTANT COURSE

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

The course provides a minimum of 76 theory and clinical hours. This meets the state and federal requirements for nursing assistant training courses. The course may be taken as a credit or non-credit course. Students taking the course for credit will receive three (3) semester credit hours and a certificate of completion. Students taking the course non-credit will receive a certificate of completion.

Cost
Students taking the course for credit will be charged based on the current tuition fee schedule. Tuition for the non-credit course is $499. Course tuition includes the student manual and workbook and a $25 non-refundable fee for a criminal background check.

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

Background Checks
As part of the registration process for the Basic Nursing Assistant Course completion of the following documents is required:
- Authorization and Disclosure Form for Criminal Background Check
- Nebraska Health and Human Services Abuse Registry Form

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

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

Immunization Requirements
Documentation of immunity to the following communicable diseases must be provided upon registration. Failure to submit documentation of current immunizations by the end of the first day of class will result in automatic withdrawal from the course. Acceptable documentation includes photocopies of medical records, immunization records or the College documentation form signed by your healthcare provider.
- Varicella: Chicken pox
- Hepatitis B series
- MMR
  - Rubella: 3-day measles, German measles
  - Rubella: measles
  - Mumps
- Tdap/DPT: Tetanus, diphtheria and pertussis
- TB: Tuberculosis (If a current tuberculosis test is not documented, this will be given on the first day of class.)

Basic Requirements and Abilities
- 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
  - Communicate and interpret effectively both verbally and nonverbally (including writing skills).
  - Interact positively with people from all levels of society, and all ethnic, cultural and religious backgrounds
  - Follow verbal instructions
  - Read and record information accurately and legibly
  - Hear and understand patients and staff
  - Lift and carry materials weighing up to 40-50 pounds
  - Push/pull equipment on wheels
  - Support and transfer patients safely from bed to wheelchair, stretcher and/or exam table
  - Modify patient position in bed
  - Twist and/or turn to move patients and equipment
  - Move in and out of patient areas; quickly when necessary
  - Stand/walk for the majority of a shift
  - Use elevator and/or stairs
  - Apply theory content in the clinical setting
  - Think critically and make appropriate decisions
  - Make accurate observations of patients and environment
- Recognize pertinent information and report to appropriate healthcare personnel
- Work accurately and safely under stress
- Concentrate in distracting situations
- Adapt quickly to changes in the environment/situation
- Make timely and appropriate decisions related to seeking supervisory assistance/consultation.
- Respond to feedback appropriately and maturely
- Follow established policies
SONOGRAPHY PROGRAMS

PHILOSOPHY OF SONOGRAPHY PROGRAMS
The faculty of Bryan College of Health Sciences, School of Health Professions Sonography Division, believes that:

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

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

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

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

Health is a dynamic state influenced by heredity, the environment and the individual's life style. 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.

ESSENTIAL ABILITIES OF SONOGRAPHERS
The following are the essential physical, cognitive and behavioral abilities the student must possess to successfully complete the sonography programs. These abilities are not conditions of admission. However, they reflect the performance abilities and characteristics necessary for the student to successfully complete program requirements.

The applicant must decide if he/she has any limitations that may restrict or interfere with satisfactory performance of any of the required skills and abilities. It is the responsibility of the applicant to meet the standards outlined below, and to request those accommodations that he/she feels are reasonable and necessary to perform the essential functions. All students must be able to meet the performance requirements to progress in and complete the sonography programs. The applicant should consult with the Dean of Health Professions or Program Instructor to discuss any individual circumstance in which he/she may not be able to meet the essential requirements.

Physical Strength
The ability to:
- Lift and carry materials weighing up to 40-50 pounds.
- Push/pull hospital beds; transport patients.
- Lift, transfer and move patients to and from wheelchair, table, stretcher and/or bed.
- Push/pull equipment on wheels weighing up to 400 pounds.
- Stand for up to 50% of a shift (4-5 hours).
- Sit for up to 50% of a shift (4-5 hours).
Mobility
The ability to:
- Support and transfer patients safely from bed to wheelchair, and modify patient position in bed.
- Twist and/or turn to move patients and equipment.
- Move in and out of treatment areas; quickly when necessary.
- Respond to emergency situations in a timely manner.
- Reach equipment and parts of patient's body.
- Reach below waist level to manipulate equipment.
- Maintain scanning positions for long and/or repetitious periods.
- Use elevator and/or stairs.

Psychomotor Skills & Dexterity:
The ability to:
- Create and interpret visual/spatial relationships including multidimensional relationships and the spatial relationships of anatomic structures to images produced.
- Distinguish textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.
- Maintain steady arm and hand movement.
- Operate and manipulate equipment.

Communication
The ability to:
- Communicate and interpret effectively both verbally and nonverbally (including writing skills).
- Hear and understand patients and staff; assess and monitor patient sounds.
- Interact positively with people from all levels of society, and all ethnic, cultural and religious backgrounds.
- Follow verbal instructions.
- Detect and discriminate between sounds of normal conversation, including through a surgical mask.
- Distinguish a variety of sounds including but not limited to equipment alarms and monitors, Doppler ultrasound, phones, beepers, overhead paging and heart and blood pressure sounds.
- Write legibly.

Visual
The ability to:
- Make accurate observations of patients and environment.
- Read handwritten instructions/orders.
- Read fine print, monitors, and gauges.
- Discriminate color combinations in blacks, grays, and whites, and the color spectrum on both display devices and recorded images (paper and electronic).
- See and discriminate between varieties of equipment visual alarms.
- See and function in dim lighting.

Cognitive
The ability to:
- Apply theory content in the clinical setting.
- Think critically and make appropriate decisions in emergency and non-emergency situations.
- Assimilate pertinent information and report to appropriate healthcare personnel.
- Read and record information accurately.

Adaptability:
The ability to:
- Work accurately and safely under stress.
- Concentrate in distracting situations.
- Adapt quickly to changes in the environment/situation.
- Make timely and appropriate decisions related to seeking supervisory assistance/consultation.
- Respond to feedback appropriately and maturely.
- Follow established policies.
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.

Community Service (Sonography)
Students in a sonography program must complete 30 hours of community service in the bachelor's degree program while attending Bryan College of Health Sciences. The student must obtain faculty approval of the service activity prior to its completion in order to apply the hours toward the requirement.

CPR for the Healthcare Provider
Students are required to have completed a Basic Life Support (BLS)/Cardiopulmonary Resuscitation (CPR) for the Healthcare Provider course prior to beginning clinical experiences. Students are responsible for maintaining their CPR certification throughout the program. Acceptable courses are: American Heart Association (AHA) for the Healthcare Provider or American Red Cross (ARC) Professional Rescuer/AED. 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: SONOGRAPHY MAJORS

Students may earn a Bachelor of Science in Health Professions with a major in Diagnostic Medical Sonography or a dual major in Adult Cardiac Sonography and Vascular Sonography

Program Outcomes for Bachelor of Science Degree Program in Sonography

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

1. Competently perform as an entry-level sonographer in the cognitive, psychomotor and affective learning domains for sonography through demonstration of ethical and professional behavior and practice congruent with standards of practice.
2. Meet the eligibility requirements to apply for the American Registry of Diagnostic Medical Sonographers (ARDMS) exams.
3. Interact effectively with individuals in a manner that reflects caring and acknowledges the holistic nature of individuals.
4. Promote growth of the health professional and awareness of health professions through education of individuals, groups and colleagues.
5. Demonstrate competence in performing sonographic examinations including history taking; machine adjustment and operation; and acquisition of ultrasound imaging and Doppler information.
6. Collaborate with referring physicians and other healthcare professionals in collecting, interpreting and documenting complete and accurate data.
7. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

ADULT CARDIAC SONOGRAPHY AND VASCULAR SONOGRAPHY – DUAL MAJOR BACHELOR OF SCIENCE DEGREE

Beginning in August 2012 students are required to take both the Adult Cardiac Sonography and Vascular Sonography programs. The programs continue to be accredited separately, but all students will be required to take both programs. They will earn a Bachelor of Science degree in Health Professions with a dual major in Adult Cardiac Sonography and Vascular Sonography.

Requirements for Graduation

Bachelor of Science Degree: 136 credits
This dual major prepares the student for a career in cardiovascular sonography with specialization in both adult cardiac sonography and vascular sonography. The graduate will be prepared to perform echocardiograms on adults. Echocardiograms are noninvasive exams that create an image of the heart. These images aid physicians in detecting certain heart conditions. The graduate will also be prepared to perform cerebral and peripheral vascular diagnostic evaluation of the arteries and veins which create images to aid the physician in the diagnosis of a wide variety of disorders affecting the peripheral vascular system, including stroke, peripheral vascular disease and venous abnormalities.

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

Students are divided into two cohort groups—Vascular and Adult Cardiac. This will determine which specialty they take first in their curriculum plan. The purpose of dividing into cohort groups is to maximize the use of available clinical sites. Students will take Skills Enhancement I and II while they are taking core courses in the second specialty to maintain skills they learned in the first specialty. This dual major is designed to be completed in eight semesters and three summers (13 weeks).

Curriculum Objectives

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

1. competently perform as an entry level sonographer in the cognitive, psychomotor and affective learning domains for adult cardiac sonography and vascular sonography through demonstration of ethical and professional behavior and practice congruent with standards of practice.
2. Meet the eligibility requirements to apply for the American Registry of Diagnostic Medical Sonographers (ARDMS) exams.
3. Interact effectively with individuals in a manner that reflects caring and acknowledges the holistic nature of individuals.
4. Promote growth of the health professional and awareness of health professions through education of individuals, groups and colleagues.
5. Demonstrate competence in performing sonographic examinations including history taking; machine adjustment and operation; and acquisition of ultrasound imaging and Doppler information.
6. Collaborate with referring physicians and other healthcare professionals in collecting, interpreting and documenting complete and accurate data.
7. 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 92 credits in the dual major. A minimum grade of C+ is required in each course in order to receive credit toward program requirements. Official transcript(s) must be on file for all transfer credits.

**Other Requirements**
- A Basic Nursing Assistant course or basic patient care course with a clinical component is required prior to enrollment in the first clinical course.
- Validation of CPR for the Healthcare Provider with AED is required prior to enrollment in the first clinical course.
- Community Service – 30 hours required prior to graduation

**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
#### CURRICULUM PLAN
#### DUAL MAJOR: ADULT CARDIAC SONOGRAPHY/VASCULAR SONOGRAPHY – VASCULAR COHORT GROUP**
(Students must take both specialties. The programs are no longer offered individually.)

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<thead>
<tr>
<th>Year 1</th>
<th>Fall (16 weeks)</th>
<th>Spring (16 weeks)</th>
<th>Summer (13 weeks)</th>
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<tbody>
<tr>
<td>ENGL104: English Composition</td>
<td>3</td>
<td>PHYS105: Descriptive Physics (with lab)</td>
<td>4</td>
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<tr>
<td>MATH155: College Algebra (or higher)</td>
<td>3</td>
<td>BIOS204: Anatomy and Physiology II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOS203: Anatomy and Physiology I (with lab)</td>
<td>4</td>
<td>*CVTD230: Principles of EKG</td>
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<tr>
<td>GSTU101: Introduction to BCHS Experience</td>
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<td>HIMS100: Medical Terminology</td>
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<td>Public Speaking</td>
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<td>Humanities Elective</td>
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<td>PHIL210: Ethics in Healthcare</td>
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<td>*AHAL313: Research in Healthcare</td>
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<td>*CVTD302: Skills Enhancement II</td>
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<tr>
<td>Social Science Elective (upper level)</td>
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<td>*AHAL314: Issues and Trends in Healthcare</td>
<td>2</td>
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<tr>
<td>Cultural Studies Elective (in social science if SS requirement not met)</td>
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*Courses in the Major**

**This curriculum plan shows the Vascular Sonography courses taken first, followed by the Adult Cardiac Sonography courses. Students may be assigned to a cohort group taking Adult Cardiac Sonography courses first, followed by Vascular Sonography.
BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
CURRICULUM PLAN
DUAL MAJOR: ADULT CARDIAC SONOGRAPHY/VASCULAR SONOGRAPHY
– ADULT CARDIAC SONOGRAPHY COHORT GROUP**
(Students must take both specialties. The programs are no longer offered individually.)

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<td>HIMS100: Medical Terminology</td>
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</table>

*Courses in Major
**This curriculum plan shows the Adult Cardiac Sonography courses taken first, followed by the Vascular Sonography courses. Students may be assigned to a cohort group taking Vascular Sonography courses first followed, by Adult Cardiac Sonography
DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Bachelor of Science Degree
Prepares students for careers in diagnostic medical sonography.

Requirements for Graduation

Bachelor of Science Degree: 120 credit hours

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.

Curriculum Objectives – DIAGNOSTIC MEDICAL SONOGRAPHY

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, psychomotor and affective learning domains for diagnostic medical sonography through demonstration of ethical and professional behavior and practice congruent with standards of practice.
2. Meet the eligibility requirements to apply for the American Registry of Diagnostic Medical Sonographers (ARDMS) exams.
3. Interact effectively with individuals in a manner that reflects caring and acknowledges the holistic nature of individuals.
4. Promote growth of the health professional and awareness of health professions through education of individuals, groups and colleagues.
5. Demonstrate competence in performing sonographic examinations including history taking; machine adjustment and operation; and acquisition of ultrasound imaging and Doppler information.
6. Collaborate with referring physicians and other healthcare professionals in collecting, interpreting and documenting complete and accurate data.
7. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

Program Requirements

Each student must complete 50 semester hours of general education courses and 17 semester hours in the Vascular Sonography minor. Fifty-three (53) credit hours in the diagnostic medical sonography major are required. A minimum grade of C+ is required in each course in order to receive credit toward program requirements. Official transcript(s) must be on file for all transfer credits.

Other Requirements

• A Basic Nursing Assistant course or basic patient care course with a clinical component is required prior to enrollment in the first clinical course.
• Validation of CPR for the Healthcare Provider with AED is required prior to enrollment in the first clinical course.
• Community Service – 30 hours required prior to graduation.

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.
## Sample Curriculum Plan – Bachelor of Science Degree: Diagnostic Medical Sonography with Vascular Sonography Minor

### Year 1

<table>
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<tr>
<th>Course</th>
<th>Fall Semester (16 weeks)</th>
<th>Spring Semester (16 weeks)</th>
<th>Summer Term (13 weeks)</th>
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<td>ENGL104: English Composition (APA focus)</td>
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<td>PHYS105: Descriptive Physics (with lab)</td>
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<tr>
<td>MATH155: College Algebra (or higher)</td>
<td>3</td>
<td>BIOS204: Anatomy and Physiology II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>GSTU101: Introduction to BCHS Experience Course</td>
<td>1</td>
<td>NURA102: Basic Nursing Assistant</td>
<td>0</td>
</tr>
<tr>
<td>HIMS100: Medical Terminology</td>
<td>1</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIOS203: Anatomy and Physiology I (with lab)</td>
<td>4</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester (16 weeks)</th>
<th>Spring Semester (16 weeks)</th>
<th>Summer Term (13 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VASC344: Core I: Vascular Sonography</strong></td>
<td>8</td>
<td>**VASC320: Vascular Sonography II: Pathology &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>VASC315: Vascular Sonography Skills I</strong></td>
<td>1</td>
<td><strong>VASC316: Vascular Sonography Skills II</strong></td>
<td>1</td>
</tr>
<tr>
<td>BIOS221: Pathophysiology</td>
<td>3</td>
<td>*AHAL314: Issues &amp; Trends in Health Professions</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>3</td>
<td>STAT210: Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Studies Elective (in social science if SS requirement not met)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science Elective (upper level)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
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</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester (16 weeks)</th>
<th>Spring Semester (16 weeks)</th>
<th>Summer Term (13 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Research in Healthcare</td>
<td>2</td>
<td>*DMSO313: Obstetrical/Neonatal Sonography</td>
<td>5</td>
</tr>
<tr>
<td>*DMSO333: Abdominal Sonography I</td>
<td>4</td>
<td>*DMSO312: Abdominal Sonography II</td>
<td>1</td>
</tr>
<tr>
<td>*DMSO332: Gynecological Sonography</td>
<td>2</td>
<td>*DMSO316: Diagnostic Medical Sonography Skills Lab/Clinical</td>
<td>7</td>
</tr>
<tr>
<td>*DMSO337: Diagnostic Medical Sonography Skills Lab</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*DMSO320: Sonography of Superficial Structures</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>12</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

### Year 4

| Course | Fall Semester (16 weeks) | | |
|--------|--------------------------| | |
| *DMSO433: Diagnostic Medical Sonography Clinical Practicum II | 11 | | |
| *DMSO431: Board Review: Medical Sonography | 2 | | |
| | 13 | | |

*Courses in Major **Courses in Minor*
ADVANCED PLACEMENT IN SONOGRAPHY

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

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

<table>
<thead>
<tr>
<th>Medical Terminology</th>
<th>1 semester hour (or demonstrated competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy/A&amp;P I (with lab)</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Physiology/A&amp;P II (with lab)</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Pathophysiology (Diagnostic Medical Sonography only)</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Descriptive or General Physics (with lab)</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Current validation of training in CPR for the Healthcare Provider with AED</td>
<td>(prior to enrollment of first clinical course)</td>
</tr>
</tbody>
</table>

Transcript
For Bryan College of Health Sciences graduates the official transcript reflects the advanced placement specialty as an additional major. For students from a college other than Bryan College of Health Sciences, a certificate of completion is awarded upon completion of the program and reflected on the official transcript.
BACHELOR OF SCIENCE DEGREE COMPLETION OPTION IN HEALTH PROFESSIONS

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

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

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

Curriculum Requirements – Semester Hours
A minimum of 120 semester credits, including applicable credits 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.

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>9 credits</td>
</tr>
<tr>
<td>Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>9 credits</td>
</tr>
<tr>
<td>Business/Management</td>
<td>12 credits</td>
</tr>
<tr>
<td>Research</td>
<td>2 credits</td>
</tr>
<tr>
<td>Issues &amp; Trends in Healthcare</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

| Cultural Studies – 3 credits |
| Electives – 6 credits (3 must be upper level |
| College Algebra or higher – 3 credits |
| Ethics in Healthcare – 3 credits |
| English Composition 1 – 3 credits |
| Elective – 3 credits |

Additional Requirements
Fifteen hours of community service are required.

Degree Outcomes for Bachelor of Science Completion Option in Health Professions

Upon completion of the completion option requirements the graduate will be able to:
1. Correlate current issues and trends to standards of practice and ethical, professional and collaborative behavior in health professions.
2. Apply management principles to the healthcare setting.
3. Demonstrate civic responsibility through community service.
4. Correlate current research to best-practice delivery of quality patient care and services.
BACHELOR OF SCIENCE IN HEALTH PROFESSIONS: BIOMEDICAL SCIENCES

PHILOSOPHY OF BIOMEDICAL SCIENCES PROGRAM

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

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

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

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

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

Bachelor of Science: Biomedical Sciences
This pre-professional program prepares students for graduate level study in areas such as medicine, dentistry, pharmacology, physical therapy, occupational therapy, chiropractics, 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.

Requirements for Graduation: 126 semester hours

Curriculum Objectives – BACHELOR OF SCIENCE IN HEALTH PROFESSIONS: BIOMEDICAL SCIENCES
Upon completion of the program the student will:
1. Demonstrate knowledge of a wide spectrum of principles underlying biomedical sciences.
2. Apply principles of biology, chemistry, physics and mathematics to the study and interpretation of human health and disease.
3. Apply mechanisms of physiology and biochemistry to maintenance of body homeostasis.
4. Pursue scientific inquiry through laboratory and clinical experiences and interpretation of laboratory findings.
5. Explain genetic processes and environmental influences on health and disease.
6. Utilize critical thinking to analyze and solve problems related to biomedical science.
7. Demonstrate preparedness for pursuing graduate study in a healthcare profession.
8. Develop basic biomedical research skills through scientific methods and clinical research related to human health and disease.
9. Consider philosophical, moral, political, legal and social issues associated with research in the biomedical sciences.

General Education Requirements
Each student must complete 67 semester hours of general education/supporting courses and 59 semester hours in the biomedical sciences major. A minimum of 2.5 (4.0 grade point system) is required in each course.

Community Service
Participation in community service is highly recommended.
### Sample Curriculum Plan – Bachelor of Science in Biomedical Sciences

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS110: General Biology with lab</td>
<td>BIOS120: Cell Biology with lab</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM110: General Chemistry I with lab</td>
<td>CHEM120: General Chemistry II with lab</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SOCI101: Introduction to Sociology</td>
<td>ENGL154: English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL104: English Composition I</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GSTU101: Introduction to BCHS Experience</td>
<td>BIOS150: Scientific Literacy*</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIMS100: Medical Terminology</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 16</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
</tbody>
</table>

*Indicates courses in the major

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM210: Organic Chemistry I with lab*</td>
<td>CHEM220: Organic Chemistry II with lab*</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOS234: Anatomy with lab*</td>
<td>BIOS235: Physiology with lab*</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH155: College Algebra (or elective)**</td>
<td>MATH205: Calculus</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BIOS205: Microbiology with lab*</td>
<td>PSYC121: Introduction to Psychology</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 15</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
</tbody>
</table>

**General elective may be substituted for college algebra requirement if student places into calculus

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS310: Genetics*</td>
<td>BIOS320: Biochemistry with lab*</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>BIOS440: Field Research Experience I* (gather clinical data)</td>
<td>2</td>
</tr>
<tr>
<td>PHYS210: General Physics I with lab*</td>
<td>PHYS220: General Physics II with lab*</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Take Professional Entrance Exam (if applicable)</td>
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</tr>
<tr>
<td>BIOS221: Pathophysiology*</td>
<td>Cultural Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>PSYC321: Abnormal Psychology</td>
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</tr>
<tr>
<td>STAT210: Statistics</td>
<td>BIOS330: Scientific Research Methodology*</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Independent Professional Entrance Exam Prep</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 16</td>
<td><strong>Total Credits:</strong> 17</td>
<td></td>
</tr>
</tbody>
</table>

Take Professional Entrance Exam no later than late summer (MCAT, PCAT, DAT, GRE, VCAT)

Apply to professional schools

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS450: Field Research Experience II* (analyze clinical data)</td>
<td>BIOS480: Senior Capstone* (present research data/ prepare for publication)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PSYC201: Human Growth &amp; Development</td>
<td>Science Electives* (see list below)</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Healthcare Management Elective</td>
<td>PHIL210: Ethics in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective* (see list below)</td>
<td>BIOS410: Molecular Biology*</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 16</td>
<td><strong>Total Credits:</strong> 14</td>
</tr>
</tbody>
</table>

| Science Electives: Total 9 Credits required |
| BIOS303: Introduction to Epidemiology – 3  |
| BIOS340: Introduction to Forensic Science -3 |
| BIOS304: Immunology – 3                   |
| BIOS301: Computer Simulations in Biomedical Science – 3 |
| BIOS302: Bioinformatics – 3               |
| BIOS331: Advanced Pathophysiology – 3     |

| Electives Total 9 Credits required, at least 3 credits must be taken from upper division courses (300-400 level) |
| Specific electives may be required depending on graduate study program of choice. |
BUSINESS/MANAGEMENT

ECON302: ECONOMICS OF AGING  3 semester hours
Course Description
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. (Prerequisite: none)

ECON404: HEALTHCARE ECONOMICS  3 semester hours
Course Description
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. (Prerequisite: none)

MGMT210: LEADERSHIP AND ORGANIZATIONAL BEHAVIOR  3 semester hours
Course Description
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.

MGMT215: GLOBAL HEALTHCARE DELIVERY AND FINANCING  3 semester hours
Course Description
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.

MGMT401: MANAGEMENT THEORY, CONCEPTS AND SKILLS  3 semester hours
Course Description
This course is designed for healthcare professionals desiring to advance into a management position or to broaden their understanding of the theories, concepts and skills essential to becoming an effective manager in a healthcare setting. The course will explore such topics as management theories, leadership styles and skills, organizational behavior and communication, group dynamics, relationship building, change theory and quality improvement. (Prerequisite: none. Students should not register for this course if they have taken MGMT100 and/or MGMT201.)

MGMT402: HUMAN RESOURCE MANAGEMENT  3 semester hours
Course Description
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. (Prerequisite: none)

MGMT403: HEALTHCARE FINANCE AND BUDGETING  3 semester hours
Course Description
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, resource management, and strategic planning/forecasting. (Prerequisite: none, however, knowledge of basic accounting principles is helpful)

MGMT405: LEGAL ISSUES IN HEALTHCARE MANAGEMENT  3 semester hours
Course Description
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. (Prerequisite: none)

MGMT410: HEALTHCARE MANAGEMENT FIELD EXPERIENCE  1 semester hour
Course Description
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. (Prerequisite or Co-requisite: 12 semester hours of healthcare management course work)
COURSE DESCRIPTIONS

**MGMT412: HEALTHCARE MARKETING**  
3 semester hours  
*Course Description:* 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.

**COMMUNICATIONS**

**COMM103: PUBLIC AND INTERPERSONAL COMMUNICATION**  
3 semester hours  
*Course Description:* This course provides a study of interpersonal, small group and public communication. Topics include verbal and non-verbal communication, listening and feedback, and conflict management. Students will practice these principles through presentations, discussions, and critiques to develop effective communication skills when providing information to and interacting with individuals and groups. (Prerequisite: none)

**COMM104: PUBLIC SPEAKING**  
3 semester hours  
*Course Description:* 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. (Prerequisite: none)

**HIMS100: MEDICAL TERMINOLOGY**  
1 semester hour  
*Course Description:* This course focuses on basic structure of and a system for building medical terms. Pronunciation, spelling, defining terms and common medical abbreviations are included. (Prerequisite: none)

**GENERAL STUDIES**

**GSTU101: INTRODUCTION TO BRYAN COLLEGE OF HEALTH SCIENCES EXPERIENCE**  
1 semester hour  
*Course Description:* 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, HIPPA regulations and cultural awareness. (Prerequisite: none)

**HPRO110: EXPLORATION OF HEALTH PROFESSIONS**  
1 semester hour  
*Course Description:* This course introduces the student to a variety of healthcare professions. The purpose of this course is to familiarize the student with a variety of healthcare professions to assist the student in choosing a healthcare career path. (Prerequisites: None)

**HEALTH/PHYSICAL EDUCATION/RECREATION**

**HPER102: YOGA**  
1 semester hour  
*Course Description:* Yoga is a seven week course designed to develop students’ understanding of the mind, body and spirit balance. Students will learn physical postures and methods designed to increase relaxation, muscular strength, breathing control, and overall health. This course also includes a broad overview of the history and purpose of this exercise technique. (Prerequisite: none)

**HPER106: STRESS MANAGEMENT**  
1 semester hour  
*Course Description:* This is a five week course designed to give students the opportunity to gain an academic understanding of stress and stress management. Students will learn to recognize symptoms of stress and develop strategies for enhancing skills to manage stress in their personal lives as well as in the educational or work setting. Students will learn personal stress and tension control skills using the scholar/practitioner model to analyze health related behavior associated with stress. Personal examples to illustrate various concepts will be used and students will be encouraged to make application of these concepts in their real life settings. (Prerequisite: none)

**HPER107: PERSONAL SAFETY**  
1 semester hour  
*Course Description:* Course introduces students to the basic principles of self-defense including awareness and prevention programming. Course additionally offers a hands-on platform for participation in life-saving techniques focusing on other aspects of well being including assertiveness and health. (Prerequisite: none)
COURSE DESCRIPTIONS

HPER200: PHYSICAL FITNESS FOR LIFE
Course Description
This is a five-week course designed to give the student the opportunity to understand the need for and the effects of exercise and a healthy lifestyle as it applies to them. Aerobic exercise and cardiovascular fitness will be emphasized. The course will provide an individualized approach to physical activity and teach principles of cardiovascular endurance, body composition, strength, and flexibility. Throughout the course, students will engage in a combination of the personal fitness programs provided below and will be required to complete a reflection or analogous assignment related to this experience.

- Cycling Courses
- Mind/Body Courses, including BodyFlow and Yoga
- Aquatics Courses, including Variety Aquatics and Turbo Mix Aquatics
- Fitness and Aerobics Courses, including Bodypump, Zumba, BodyCombat, and Aerobic Express
(Prerequisite: none)

HUMANITIES/FINE ARTS

ARTS101: ART THERAPY
Course Description
This course provides an introduction to the field of Art Therapy, including the history of this discipline within healthcare and its applications for mental health, special education, rehabilitation, and other populations.
(Prerequisite: none)

ENGL104: ENGLISH COMPOSITION I
Course Description
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. (Prerequisite: none)

ENGL154: ENGLISH COMPOSITION II
Course Description
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. (Prerequisite: English Composition I)

ENGL216: WOMEN'S LITERATURE
Course Description
Introduction to various forms in English by women of diverse cultural, political, historical, and economic backgrounds from the 19th century to present. (Prerequisite: none)

HIST201: HISTORY OF MEDICINE IN WESTERN SOCIETY
Course Description
Survey of the history of healing from classical antiquity to the present through the lives of pioneer physicians and the study of major medical discoveries, within their socio-political and religious context. This course will look at the doctor-patient relationship in primary documents, literature, and art. (Prerequisite: none)

HUMS101: INTRODUCTION TO HUMANITIES
Course Description
Survey course focusing on art, music, theatre, film, dance, architecture, and philosophy to examine humanistic traditions developed to reawaken our sense of wonder and curiosity about the meaning of life. Students will examine and integrate central concepts from said disciplines into their scope of practice with the human condition. (Prerequisite: none)

INTL202-2 or INTL202-3: ACADEMIC TRAVEL ABROAD
Course Description
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. Authorization required. Enrollment arrangements must be made though Dean of Students. (Prerequisite: none)
### COURSE DESCRIPTIONS

**MUSC100: MUSIC THERAPY**  
3 semester hours  
*Course Description*  
This course provides an overview of the field of Music Therapy, including a historical review of its origins as a healing practice. The course will examine practical applications of Music Therapy in healthcare settings and the ethical considerations that accompany these applications. Field experiences will be included. (Prerequisite: none)

**PHIL210: ETHICS IN HEALTHCARE**  
3 semester hours  
*Course Description*  
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. (Prerequisite: none)

**RELI215: COMPARATIVE RELIGION**  
3 semester hours  
*Course Description*  
This course will survey several of the world’s religions from a variety of perspectives: historically, culturally, critically, as well as ideologically. The subjective nature of student’s personal perspectives will also be examined as it informs one’s individual and corporate responses to religions other than one’s own. In addition, the practical considerations facing healthcare in an increasingly faith-diverse population will be examined. (Prerequisite: none)

**RELI316: CHRISTIAN SPIRITUALITY AND HEALING**  
3 semester hours  
*Course Description*  
This course will provide an overview of Christian spirituality with a focus on the relationship between spirituality and healing. The course will explore connections between spiritual and physical health and wellness through group study, discussion, and personal reflection. Scripture, early church writings, and contemporary Christian resources will serve as the basis for discussion. The course will include an exploration of such practices as healing prayer, meditation, and personal discernment. (Prerequisite: none)

**SIGN111: SIGN LANGUAGE FOR HEALTHCARE PROVIDERS I (CS)**  
3 semester hours  
*Course Description*  
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 within the Deaf culture. No prior experience is necessary. (Prerequisite: none)

**SIGN211: SIGN LANGUAGE FOR HEALTHCARE PROVIDERS II (CS)**  
3 semester hours  
*Course Description*  
This second level Sign Language course is designed to teach healthcare providers to advance their communication with the deaf/heard of hearing through sign language. This course is for the student who wants to further develop expressive and receptive skills, along with their understanding of the grammar used in American Sign Language. (Prerequisite: Sign Language for Healthcare Providers I or approval by instructor)

**SPAN101H: BEGINNING SPANISH I FOR HEALTH PROFESSIONS**  
3 semester hours  
*Course Description*  
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. (Prerequisite: none)

**SPAN102H: BEGINNING SPANISH II FOR HEALTH PROFESSIONS**  
3 semester hours  
*Course Description*  
This course builds on the language skills attained in Span 101H, covering basic language patterns that combine grammar and vocabulary practice. Writing, speaking, reading comprehension, and cultural awareness contextualized for interactions in healthcare settings will be emphasized. (Prerequisites: Beginning Spanish I or Beginning Spanish I for Health Professions or equivalent, or CAPE placement exam score)

**SPAN201H: INTERMEDIATE SPANISH I FOR HEALTH PROFESSIONS**  
3 semester hours  
*Course Description*  
This course builds on the language skills attained in Span 102H, providing students with communication skills for everyday healthcare settings. Content will include conversation, native Spanish audio-visual materials, written communication, detailed descriptions of people and situations, and the development of cultural awareness. (Prerequisites: Beginning Spanish II or Beginning Spanish II for Health Professions or equivalent, or CAPE placement exam score)
SPAN202H: INTERMEDIATE SPANISH II FOR HEALTH PROFESSIONS 3 semester hours
Course Description
This course builds on the language skills attained in Span 201H. Content will include conversation, emphasizing the medical interview process; comprehension of Spanish healthcare readings; written communication; acquisition of new vocabulary; and cultural elements that aim to expand the students’ knowledge of Spanish-speaking patients and their cultural backgrounds. Activities and components will be specifically tailored to students who will interact with patients and medical situations. (Prerequisites: Intermediate Spanish I or Intermediate Spanish I for Health Professions or equivalent, or CAPE placement exam score)

SPAN220: SPANISH CONVERSATION FOR HEALTH PROFESSIONS 3 semester hours
Course Description
This course centers on the development and enhancement of Spanish oral proficiency skills. Dialogue will be exclusively in Spanish, except during the introductory stages and requested explanations, and will focus on the medical interview, description of common medical conditions and subjects, and cultural topics specific to the Latino patient. (Prerequisite: Intermediate Spanish II, Intermediate Spanish II for Health Professions, or equivalent, or permission from instructor)

SPAN313: LATINOS IN THE UNITED STATES 3 semester hours
Course Description
Issues relevant to the Latino population in the U.S. will be analyzed and discussed through readings, films, presentations, class discussions, and other activities. Readings, films, and discussions will be primarily in English. (Prerequisite: none)

SPAN315: SPANISH AMERICAN CIVILIZATION 3 semester hours
Course Description
Introduction to the historical background necessary for comprehending contemporary Latin America. Analysis of current social, political, and economic issues, with consideration of influential personalities in present-day Latin American society. (Prerequisite: none)

SPAN320: SPANISH INTERPRETATION FOR HEALTH PROFESSIONS 3 semester hours
Course Description
This course will provide students with an understanding of the importance of language interpretation, guidelines, ethics, and techniques. Students will be prepared for basic Spanish interpretation in healthcare scenarios, including cultural awareness when interacting with Spanish-speaking patients. The core of this course is oral language production and accurate transference of meaning between Spanish and English. (Prerequisite: SPAN220: Spanish Conversation for Health Professions, or equivalent, or permission from instructor)

SPAN401: STUDY ABROAD 6 semester hours
Course Description
Study trip abroad. Historic sites, musical and artistic events, personal contact with Spanish people. (Prerequisite: none)

SPAN402: LANGUAGE SERVICE LEARNING 3 semester hours
Course Description
Study of a problem or special area in the culture, language, or literature of Spanish-speaking world, approved by the supervising instructor and department chair or program director. (Prerequisite: Intermediate Spanish II or Intermediate Spanish II for Health Professions or equivalent, or CAPE placement exam score)

MATHEMATICS

MATH095: BEGINNING ALGEBRA 2 semester hours
Course Description
This course introduces the student to basic math and algebra concept in preparation for Intermediate Algebra. This course may not be counted toward the academic hours required for an associate’s or bachelor’s degree.

MATH104: MATH FOR HEALTHCARE PROVIDERS 2 semester hours
Course Description
This course applies basic math and algebra skills to the healthcare setting. Emphasis is placed on pharmacologic math as it relates to dosage calculation and medication administration. (Prerequisite: Successful completion of Math Competency Exam as specified by individual program of study)

MATH105: INTERMEDIATE ALGEBRA 3 semester hours
Course Description
This course emphasizes equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and analytic geometry. (Prerequisite: MATH095: Beginning Algebra or the equivalent, course placement by examination, or instructor permission)
MATH155: COLLEGE ALGEBRA

Course Description
Primary topics in this course include: equations and inequalities; functions and graphs; polynomial and rational functions; exponential and logarithmic functions; systems of equations and inequalities; matrices and determinants; conic sections; and sequences, induction, and probability. Technology will be applied throughout the course. (Prerequisite: Intermediate Algebra or the equivalent, course placement by examination, or instructor permission)

MATH205: CALCULUS (Spring Semester Only)

Course Description
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.

STAT210: ELEMENTS OF STATISTICS

Course Description
This course provides the student with an enduring understanding of, and appreciation for, the statistical processes most used in healthcare research. Emphasis is placed on development of a working knowledge of basic statistical processes sufficient for evaluation and interpretation of the statistical methods and findings in published reports of research. (Prerequisite: none)

NATURAL SCIENCES

BIOS110: GENERAL BIOLOGY (with lab) (Fall semester only)

Course Description
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. (Prerequisite: none)

BIOS120: CELL BIOLOGY (with lab) (Spring semester only)

Course Description
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. (Prerequisite: None)

BIOS150: SCIENTIFIC LITERACY (Spring semester only)

Course Description
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. (Prerequisite: None)

BIOS203: ANATOMY AND PHYSIOLOGY I (with lab)

Course Description
This course provides information about the normal structure and function of the human body. Major topics covered include basic cell biology and chemistry, body tissues, the integumentary system, skeleton, joints, muscles, and the nervous system. (Prerequisites: none)

BIOS204: ANATOMY AND PHYSIOLOGY II (with lab)

Course Description
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. (Prerequisite: Anatomy and Physiology I)

BIOS205: MICROBIOLOGY (with lab)

Course Description
Theory and laboratory study of the elementary principles and methods of bacteriology and microorganisms and their relationship to health and disease. Basic concepts of control and prevention of disease are introduced including transmission, incubation, growth, and control. (Prerequisite: none)
BIOS221: PATHOPHYSIOLOGY  3 semester hours
Course Description
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. (Prerequisites: Anatomy and Physiology I and II or Anatomy and Physiology)

BIOS234: HUMAN ANATOMY (with lab) (Fall semester only)  4 semester hours
Course Description
This course is a study of the anatomical structure of the human body. Examination of the major organ systems including skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive will involve both gross anatomical study and histology. Course includes laboratory examination of prosected cadavers. (Prerequisites: General Biology, Cell Biology, General Chemistry I & II).

BIOS235: HUMAN PHYSIOLOGY (with lab) (Spring semester only)  4 semester hours
Course Description
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. (Prerequisites: General Biology, Cell Biology, General Chemistry I & II).

BIOS301: COMPUTER SIMULATIONS IN BIOMEDICAL SCIENCES (Spring semester only)  3 semester hours
Course Description
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. (Prerequisites: Anatomy & Physiology I and II or Anatomy and Physiology, Microbiology)

BIOS302: BIOINFORMATICS (Fall semester only)  3 semester hours
Course Description
The course is designed to introduce students to the field of bioinformatics, primarily focusing on the role of genomics in the health care field. The organization of viral, prokaryotic, and eukaryotic genomes will be explored, as well as how genes within those genomes are ultimately expressed. The various types of bioinformatic data, including genomics, transcriptomics, and proteomics will be compared. Students will work hands-on with bioinformatic tools that can be used to access and analyze bioinformatic data. (Prerequisites: Anatomy and Physiology I and II or Anatomy and Physiology, Microbiology, General or Organic Chemistry)

BIOS303: INTRODUCTION TO EPIDEMIOLOGY (Fall Semester Only)  3 semester hours
Course Description
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. (Prerequisites: Microbiology, Elements of Statistics)

BIOS304: IMMUNOLOGY (Spring Semester Only)  3 semester hours
Course Description
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. (Prerequisites: Anatomy & Physiology I and II or Anatomy and Physiology, Microbiology)

BIOS310: GENETICS (Fall semester only)  3 semester hours
Course Description
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. (Prerequisites: Anatomy & Physiology I and II or Anatomy and Physiology, Cell Biology)
BIOS320: BIOCHEMISTRY (with lab) (Spring semester only) 4 semester hours
Course Description
This course deals with the structure of biomolecules, including proteins, carbohydrates, lipids, fundamentals of enzymology, and the molecular basis of metabolism. Emphasis is also placed on secondary metabolism, cell signaling, and processes of replication, transcription, and translation. Important biochemistry research topics will be discussed toward the end of the semester for which much material is drawn from the current biochemical literature. Biochemistry laboratory exercises will introduce students to modern biochemical experimental methods of studying chemical and physical properties of biological molecules. It will include the separation, identification, and characterization of biomolecules. (Prerequisites: Organic Chemistry II, Cell Biology)

BIOS330: SCIENTIFIC RESEARCH METHODOLOGY (Spring semester only) 3 semester hours
Course Description
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. (Prerequisites: Scientific Literacy, General Biology, Cell Biology, Anatomy & Physiology I and II or Anatomy and Physiology, or instructor permission)

BIOS331: ADVANCED PATHOPHYSIOLOGY (Summer term only) 3 semester hours
Course Description
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. (Prerequisite: Pathophysiology)

BIOS340: INTRODUCTION TO FORENSIC SCIENCE 3 semester hours
Course Description
This course introduces the basic principles of Forensic Science as it relates to the criminal investigative process. The course provides an overview of the relationship between the Natural Sciences to the study of Forensic Science, emphasizing applications of Forensic Science within Health Sciences fields. (Prerequisites: Anatomy & Physiology I and II or Anatomy and Physiology)

BIOS410: MOLECULAR BIOLOGY (with lab) (Spring semester only) 4 semester hours
Course Description
The aim of this advanced course is to introduce the students to modern concepts of molecular biology through a detailed study of the structure and function of DNA, RNA, chromatin and transposable elements. Upon successful completion of this course, students will have a thorough understanding of the molecular events governing the cell cycle, DNA replication, basal and regulated transcription, transcript processing, translation, post-translational modification and a variety of diseases that result from disruptions of these mechanisms. The course will emphasize the importance of both modern and classical biomedical research and medicine. Students will also gain experience with current molecular biology laboratory techniques. (Prerequisite: Biochemistry)

BIOS440: FIELD RESEARCH EXPERIENCE I (Summer term only) 2 semester hours
Course Description
This course will introduce students to the process of gathering and processing clinical data from various resources; from published articles, students’ own experiments and data collected from clinical settings. (Prerequisite: Scientific Research Methods)

BIOS450: FIELD RESEARCH EXPERIENCE II (Fall Semester only) 1 semester hour
Course Description
This course builds on Field Research Experience I. Students will learn to critically evaluate, process and analyze collected data by using various statistical packages and modeling software. The course will also focus on correct interpretation of results and their presentation in written and oral forms. (Prerequisite: Field Research Experience I)

BIOS480: SENIOR CAPSTONE 1 semester hour
Course Description
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 I & II. 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. (Prerequisites: Senior Status and BIOS330: Scientific Research Methodology, BIOS440 Field Research I, BIOS450: Field Research Experience II.)
CHEM103: PRINCIPLES OF CHEMISTRY (with lab)  4 semester hours  
Course Description
This course introduces foundational 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.

CHEM110: GENERAL CHEMISTRY I (with lab) (Fall Semester Only)  4 semester hours  
Course Description
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. (Prerequisite: Two units high school mathematics including algebra and geometry.)

CHEM120: GENERAL CHEMISTRY II (with lab) (Spring Semester Only)  4 semester hours  
Course Description
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. (Prerequisite: General Chemistry I)

CHEM204: PRINCIPLES OF ORGANIC CHEMISTRY (with lab) (Spring Semester Only) (for Non-Biomed majors)  4 semester hours  
Course Description
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. (Prerequisites: Principles of Chemistry or General Chemistry)

CHEM210: ORGANIC CHEMISTRY I (with lab) (Fall Semester only)  4 semester hours  
Course Description
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. (Prerequisite: General Chemistry II)

CHEM220: ORGANIC CHEMISTRY II (with lab) (Spring Semester Only)  4 semester hours  
Course Description
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. (Prerequisite: Organic Chemistry I)

NUTR121: NUTRITION  3 semester hours  
Course Description
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. Students will be exposed to methods to assess nutritional status and provide preventive and therapeutic dietary teaching. (Prerequisite: none)

PHYS105: DESCRIPTIVE PHYSICS (with lab) (Spring Semester Only)  4 semester hours  
Course Description
This course provides a conceptual view of physics including the areas of mechanics, matter, heat, sound, light, optics, electricity, magnetism, radioactivity, and nuclear energy. (Prerequisite: Intermediate Algebra)

PHYS210: GENERAL PHYSICS I (with lab) (Fall Semester Only)  4 semester hours  
Course Description
An introduction to classical mechanics designed for majors in the natural sciences. Elements of calculus will be incorporated into discussion and problem solving. Laboratory experiences are provided to apply concepts learned in class. (Prerequisite: Calculus)

PHYS220: GENERAL PHYSICS II (with lab) (Spring Semester Only)  4 semester hours  
Course Description
This course is a continuation of General Physics I with emphasis on waves, light, electricity and magnetism. Laboratory experiences are provided to apply concepts learned in class. (Prerequisites: General Physics I, Calculus)
**NURSING**

*Course description effective Fall 2015*

**NURS001: NURSING TRANSITION**
1 semester hour

*Course Description*

This course assists the student to successfully reintegrate into nursing courses with a clinical component. This course must be completed successfully before returning to clinical nursing courses. This credit does not apply to graduation requirements. (Prerequisite: Foundations of Nursing Practice and Health Assessment Across the Life Span)

**NURS100: INTRODUCTION TO THE BRYAN COLLEGE OF HEALTH SCIENCES EXPERIENCE**
2 semester hours

*Course Description*

This interdisciplinary course introduces all incoming students to the culture and expectations of Bryan College of Health Sciences. The curriculum will integrate General Education concepts into healthcare professional education while exploring academic integrity, college-level research, professional communication, and the importance of lifelong learning. The course will also cover responsibilities of clinical practice in the health care setting, including HIPAA regulations and cultural awareness. Additional concepts such as APA documentation, classroom etiquette, and time management will also be reviewed. (Prerequisite: completion of ATI TEAS)

**NURS101: INTRODUCTION TO NURSING AND HEALTHCARE**
1 semester hour

*Course Description*

This course is designed to introduce the student to the profession of nursing. The evolving nature of healthcare delivery, the various roles nurses assume in the healthcare environment, and relationships with other healthcare professionals are explored. (Prerequisite: acceptance into nursing major)

**NURS201: ISSUES AND TRENDS IN PROFESSIONAL NURSING I*  
3 semester hours**

*Course Description*

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. (Prerequisite: GSTU101 Introduction to Bryan College of Health Sciences Experience)

**NURS202: FOUNDATIONS OF NURSING PRACTICE**
4 semester hours (3 hr theory, 1hr clinical)

*Course Description*

The practice of nursing is examined with an introduction to the concepts included in the curriculum’s conceptual framework. Content on principles of health, communication skills, multidimensional view of humans, basic care principles, and psychomotor skills provide the student with a foundation for clinical practice. Clinical activities provide the student opportunity to perform psychomotor skills. (Prerequisites: English Composition, Anatomy and Physiology, Microbiology, CPR for the Healthcare Provider, Certified Nursing Assistant or Equivalent, Introduction to Nursing and Healthcare, Math for the Healthcare Provider. Completion of pathophysiology or concurrent enrollment. Human Growth & Development prerequisite or concurrent enrollment. Concurrent enrollment must begin with the start of the Bryan semester.)

**NURS205: HEALTH ASSESSMENT ACROSS THE LIFE SPAN**
3 semester hours (2hr theory, 1hr skills laboratory)

*Course Description*

This course introduces the student to the interview process, health assessment and physical examination techniques. Emphasis is placed on normal findings, how to differentiate between normal and abnormal findings, recognition of common health problems, and age specific assessments. (Prerequisite: Anatomy and Physiology I & II; Human Growth & Development or concurrent; co-requisite Health Assessment Across the Life Span Lab)

**NURS205RN: HEALTH ASSESSMENT ACROSS THE LIFE SPAN**
3 semester hours (2hr theory, 1hr skills laboratory)

*Course Description*

This course introduces the student to the interview process, health assessment and physical examination techniques. Emphasis is placed on normal findings, how to differentiate between normal and abnormal findings, recognition of common health problems, and age specific assessments. (Prerequisite: Enrollment in RN-BSN Completion Program, Anatomy & Physiology I & II, Human Growth and Development or concurrent)

**NURS207: FOUNDATIONS OF NURSING PRACTICE**
4 semester hours (3 hr theory, 1 hr skills laboratory)

*Course Description*

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. (Prerequisite: BIOS221 Pathophysiology; MATH155 College Algebra, PSYC201 Human Growth & Development, and NURS201 Issues, & Trends in Professional Nursing I.)
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>NURS208:</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFESPAN*</td>
<td>3</td>
<td>3 semester hours (2 hr. theory, 1 hr. skills lab)</td>
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<tr>
<td></td>
<td><strong>Course Description</strong></td>
<td></td>
<td><strong>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. (Prerequisites: HIMS100 Medical Terminology; ENGL104 English Composition; BIOS203 Anatomy &amp; Physiology I; BIOS204 Anatomy &amp; Physiology II; CPR for the Healthcare Provider; Certified Nursing Assistant or Equivalent. Completion or Concurrent Enrollment: BIOS221 Pathophysiology; MATH155 College Algebra, PSYC201 Human Growth &amp; Development, and NURS201 Issues &amp; Trends in Professional Nursing I.)</strong></td>
</tr>
<tr>
<td>NURS208RN:</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFESPAN* - Credit by Exam</td>
<td>3</td>
<td>3 semester hours</td>
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<td></td>
<td><strong>Course Description</strong></td>
<td></td>
<td><strong>In this credit by exam course, students demonstrate 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. (Prerequisites: Admission to RN-BSN completion option program)</strong></td>
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<tr>
<td>NURS212:</td>
<td>PHARMACOLOGY</td>
<td>2</td>
<td>2 semester hours</td>
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<tr>
<td>NURS213:</td>
<td>NURSING CARE I</td>
<td>6</td>
<td>6 semester hours (3hr theory, 3hr clinical)</td>
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<td><strong>Course Description</strong></td>
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<td><strong>This course introduces the student to general nursing care of individuals across the life span. Content addresses the nurse’s role in the context of acute and chronic illness. Inpatient hospital and long-term care experiences are provided. (Prerequisites: Foundations of Nursing Practice, Health Assessment Across the Life Span, Human Growth and Development, Chemistry, Pathophysiology, and Introduction to the BCHS Healthcare Experience. Pharmacology concurrent or prerequisite)</strong></td>
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<tr>
<td>NURS220:</td>
<td>LEVEL II NURSING PRACTICUM</td>
<td>2</td>
<td>2 semester hours (2hr clinical)</td>
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<td><strong>Course Description</strong></td>
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<td><strong>This clinical nursing course is designed to assist the student in integrating knowledge and skills obtained during Level II. Clinical experiences in acute care settings provide students with the opportunity to expand critical thinking, organization, health assessment, and basic nursing care skills. Repeated experiences with clients promote pattern recognition and development of individual competence. (Prerequisites: Nursing Care I, Pharmacology)</strong></td>
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<tr>
<td>NURS221:</td>
<td>NURSING CARE I*</td>
<td>6</td>
<td>6 semester hours (3 hr. theory, 3 hr. clinical)</td>
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<td><strong>Course Description</strong></td>
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<td><strong>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. (Prerequisites: CHEM103 Principles of Chemistry; MATH155 College Algebra; BIOS150 Scientific Literacy; PSYC201 Human Growth and Development; BIOS221 Pathophysiology; NURS207 Foundations of Nursing Practice; NURS208 Health Assessment Across the Lifespan; NURS201 Issues and Trends in Professional Nursing I; Completion or Concurrent Enrollment: NURS222 Pharmacology)</strong></td>
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<tr>
<td>NURS222:</td>
<td>PHARMACOLOGY*</td>
<td>3</td>
<td>3 semester hours</td>
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<td><strong>Course Description</strong></td>
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<td><strong>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. (Prerequisites: CHEM103 Principles of Chemistry; MATH155 College Algebra; BIOS221 Pathophysiology; NURS207 Foundations of Nursing Practice, NURS208 Health Assessment Across the Lifespan; CoRequisite: NURS221 Nursing Care I)</strong></td>
</tr>
<tr>
<td>NURS208RN:</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFESPAN* - Credit by Exam</td>
<td>5</td>
<td>5 semester hours (3hr theory, 2hr clinical)</td>
</tr>
<tr>
<td></td>
<td><strong>Course Description</strong></td>
<td></td>
<td><strong>This course introduces the student to theoretical foundations, perspectives, and contemporary issues in psychiatric nursing. Emphasis is placed on the psychological dimension of the individual. Students provide care to individuals with altered self-concept in a variety of inpatient, outpatient, and community-based settings. (Prerequisites: Nursing Care I, Pharmacology, Introductory Psychology)</strong></td>
</tr>
</tbody>
</table>

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NURS304: NURSING CARE II
Course Description
This course expands on the student’s knowledge of general nursing care of individuals across the life span to address healthcare needs of increased complexity. Students explore healthcare issues and needs of children, adults, and older adults. Content is organized to address the nurse’s role in health promotion, illness prevention, and health maintenance for increasingly complex patient situations. Acute care and community care clinical experiences are provided. (Prerequisites: Nursing Care I, Pharmacology)

NURS307: NURSING CARE II*
Course Description
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. (Prerequisites: SOCI101 Introduction to Sociology; NURS221 Nursing Care I; NURS222 Pharmacology)

NURS308: PSYCHIATRIC MENTAL HEALTH NURSING*
Course Description
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. (Prerequisites: SOCI101 Introduction to Sociology; PSYC121 Introduction to Psychology; NURS221 Nursing Care I; NURS222 Pharmacology)

NURS313: EVIDENCE BASED PRACTICE AND RESEARCH FOR NURSES
Course Description
This course introduces the student to research processes and evidenced based practice principles used in nursing. Emphasis is placed on identification and clarity of research questions, information literacy, recognition of professional steps in nursing research, ethical consideration, appraisal and interpretation of research articles, systematic inquiry, and integration of research findings into nursing care delivery. (Prerequisites: Nursing Care I, Statistics prerequisite or may be taken concurrent)

NURS313RN: EVIDENCE BASED PRACTICE AND RESEARCH FOR NURSES
Course Description
This course introduces the student to research processes and evidenced based practice principles used in nursing. Emphasis is placed on identification and clarity of research questions, information literacy, recognition of professional steps in nursing research, ethical consideration, appraisal and interpretation of research articles, systematic inquiry, and integration of research findings into nursing care delivery. (Prerequisites: Enrollment in RN-BSN Completion Program, Statistics prerequisite or may be taken concurrent)

NURS314: FAMILY HEALTH NURSING
Course Description
This course introduces the student to family concepts and theories during the childbearing and childrearing stages of the life cycle. Students receive clinical experience in antepartum, intrapartum, postpartum, nursery, and pediatric both in the hospital and in the community. (Prerequisites: Nursing Care II, Psychiatric Nursing and Level II Nursing Practicum)

NURS316: NURSING CARE III
Course Description
This course focuses on the provision of nursing care for the critically ill client and/or those with complex needs. The student will address the complex and critical health care needs of children, adults and older adults. Students will care for clients with multisystem health care needs in a Progressive Care and Critical Care environment. Pediatric and Emergency Room clinicals are provided. This course also allows the students to deliver nursing care in a rural hospital setting. (Prerequisites: Nursing Care II, Level II Nursing Practicum, Psychiatric Nursing)

NURS322: NURSING PRACTICUM*
Course Description
This clinical nursing course is designed to assist the student in 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. (Prerequisites: NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing)
NURS332RN:  TRANSITION TO BACCALAUREATE EDUCATION  4 semester hours

Course Description
This course is designed to introduce the registered nurse to the philosophy of baccalaureate education. This course will promote integration and synthesis of General Education experiences into the nursing major. Concepts and processes integral to current nursing practice are explored. (Prerequisites: Course must be taken first semester; student must have completed a primary RN program and have an active, unrestricted Nebraska RN license.)

NURS333:  NURSING CARE III*  6 semester hours (3 hr. theory, 3 hr. clinical)

Course Description
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. (Prerequisites: NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing)

NURS334RN:  TRANSITION TO BACCALAUREATE EDUCATION*  3 semester hours

Course Description
This course is designed to introduce the registered nurse to the philosophy of baccalaureate education. This course will promote integration and synthesis of general education experiences into the nursing major. Concepts and processes integral to current nursing practice are explored. (Prerequisite: Admission to RN-BSN completion option program)

NURS335:  FAMILY HEALTH NURSING*  5 semester hours (3 hr. theory, 2 hr. clinical)

Course Description
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, & pediatrics offer opportunities for provision of person-centered and evidenced-based care within the context of diverse communities. (Prerequisites: NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing, Corequisite: NUTR121 Nutrition)

NURS337:  RESEARCH AND EVIDENCE-BASED PRACTICE IN NURSING*  3 semester hours

Course Description
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. (Prerequisite: NURS221 Nursing Care I; Prerequisite or Corequisite: STAT210 Elements of Statistics)

NURS337RN: RESEARCH AND EVIDENCE-BASED PRACTICE IN NURSING*  3 semester hours

Course Description
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. (Prerequisite or Co-requisites: BIOS150 Scientific Literacy, STAT210 Statistics)

NURS401:  NURSING MANAGEMENT  3 semester hours (2hr theory, 1hr clinical)

Course Description
This course introduces the student to basic management principles such as supervising staff and directing nursing care. This course also includes recruiting, orienting, and scheduling staff; financial management including budgeting and cost containment; and total quality improvement and outcome measurement. The student will be assigned to work with a nurse manager in a variety of practice settings to begin integration of management principles into nursing practice. (Prerequisites: Nursing Care III, Psychiatric Nursing, Evidence Based Practice and Research for Nurses) (RN-BSN prerequisites: Evidence Based Practice and Research for Nurses prior or concurrent)

NURS401RN:  NURSING MANAGEMENT  3 semester hours (2hr theory, 1hr clinical)

Course Description
This course introduces the student to basic management principles such as supervising staff and directing nursing care. This course also includes recruiting, orienting, and scheduling staff; financial management including budgeting and cost containment; and total quality improvement and outcome measurement. The student will be assigned to work with a nurse manager in a variety of practice settings to begin integration of management principles into nursing practice. (Prerequisites: Evidence Based Practice and Research for Nurses prior or concurrent)

NURS402:  COMMUNITY HEALTH NURSING  5 semester hours (2hr theory, 3hr clinical)

Course Description
This course expands on concepts of community health and introduces the student to public health nursing. Students will focus on health promotion and illness prevention by working with assigned individuals and community groups. (Prerequisites: Nursing Care III, Psychiatric Nursing, Family Health Nursing, Research in Nursing, Cultural Study) (RN-BSN prerequisites: Cultural Study; Evidence Based Practice and Research for Nurses)
**COURSE DESCRIPTIONS**

**NURS402RN: COMMUNITY HEALTH NURSING**  
5 semester hours (2hr theory, 3hr clinical)  
*Course Description*  
This course expands on concepts of community health and introduces the student to public health nursing. Students will focus on health promotion and illness prevention by working with assigned individuals and community groups. (Prerequisites: Cultural Study; Evidence Based Practice and Research for Nurses)

**NURS403: NURSING CARE IV**  
5 semester hours (3 hr theory, 2 hr clinical)  
*Course Description*  
This course assists the student in integrating knowledge and skills obtained throughout the curriculum to provide holistic client care. Emphasis is placed on evaluating health care issues as clients transition through various levels of care. Clinical experiences in acute care, long term care, rehabilitation, and community sites are provided.  
(Prerequisites: Nursing Care III, Family Health Nursing, Evidence Based Practice and Research for Nurses)

**NURS403RN: NURSING CARE IV**  
5 semester hours (3 hr theory, 2 hr clinical)  
*Course Description*  
This course assists the student in integrating knowledge and skills obtained throughout the curriculum to provide holistic client care. Emphasis is placed on evaluating health care issues as clients transition through various levels of care. Clinical experiences in acute care, long term care, rehabilitation, and community sites are provided.  
(Prerequisites: Transitions to Baccalaureate Education or concurrent)

**NURS404: NURSING CARE IV*  
6 semester hours (3 hr. theory, 3 hr. clinical)  
*Course Description*  
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. (Prerequisites: NURS333 Nursing Care III; NURS335 Family Health Nursing; NURS337 Research and Evidence Based Practice in Nursing)

**NURS405: COMMUNITY-BASED NURSING*  
5 semester hours (3 hr. theory, 2 hr. clinical)  
*Course Description*  
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. (Prerequisites: 3 credits general education with cultural studies designation; NURS333 Nursing Care III; NURS335 Family Health Nursing; NURS337 Research and Evidence-Based Practice in Nursing)

**NURS405RN: COMMUNITY-BASED NURSING*  
5 semester hours (3 hr. theory, 2 hr. clinical)  
*Course Description*  
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. (Prerequisite or Co-requisites: 3 credits general education elective with cultural studies designation; NURS337RN Research and Evidence-Based Practice in Nursing)

**NURS411: ISSUES AND TRENDS IN PROFESSIONAL NURSING**  
2 semester hours  
*Course Description*  
This course examines current issues and trends in nursing practice and explores anticipated future developments based on changes in the healthcare environment. Included are political, ethical, legal, and historical issues related to the delivery of healthcare. (Prerequisites: Completion of Level III nursing courses) (RN-BSN prerequisites: Transition to Baccalaureate Education, completion of Level III Nursing Courses or concurrent enrollment, permission of instructor)

**NURS411RN: ISSUES AND TRENDS IN PROFESSIONAL NURSING**  
2 semester hours  
*Course Description*  
This course examines current issues and trends in nursing practice and explores anticipated future developments based on changes in the healthcare environment. Included are political, ethical, legal, and historical issues related to the delivery of healthcare. (Prerequisites: Transitions to Baccalaureate Education or concurrent enrollment)

**NURS412: PREPARATION FOR LICENSURE**  
1 semester hour  
*Course Description*  
This course is designed to prepare the student for the National Council Licensure Examination for Registered Nurses. In addition to review of nursing concepts, students will also implement testing principles and evaluate their knowledge base through computerized simulation testing. (Final Semester)
NURS421: LEVEL IV NURSING CAPSTONE PRACTICUM 4 semester hours (4hr clinical)
Course Description
This senior level nursing course is designed to assist the student to synthesize nursing knowledge and skills obtained during the program. Clinical experiences can be in a variety of settings based upon individual student goals. The student will select a practice area in which he/she desires to develop increased competence. The student will work with an assigned faculty or preceptor based on practice area selected. This course is designed to provide the student the opportunity to apply the theoretical foundations and clinical knowledge of nursing science to a student-directed, faculty facilitated scholarly project of the student’s choice. It is a scholarly project involving independent inquiry, creativity, and innovation which culminate into an open forum presentation for the project. The course is designed to demonstrate the student’s attainment of assessment outcomes of the College. (Prerequisites: Completion of Level III Nursing Courses, Nursing Management, Community Health Nursing) (RN-BSN requirement: Completion of Level III nursing courses; Issues and Trends in Professional Nursing; Nursing Elective or Nursing Care IV; Nursing Management. Community Health Nursing may be taken concurrently or the following semester/term.)

NURS421RN: LEVEL IV NURSING CAPSTONE PRACTICUM 4 semester hours (4hr clinical)
Course Description
This senior level nursing course is designed to assist the student to synthesize nursing knowledge and skills obtained during the program. Clinical experiences can be in a variety of settings based upon individual student goals. The student will select a practice area in which he/she desires to develop increased competence. The student will work with an assigned faculty or preceptor based on practice area selected. This course is designed to provide the student the opportunity to apply the theoretical foundations and clinical knowledge of nursing science to a student-directed, faculty facilitated scholarly project of the student’s choice. It is a scholarly project involving independent inquiry, creativity, and innovation which culminate into an open forum presentation for the project. The course is designed to demonstrate the student’s attainment of assessment outcomes of the College. (Prerequisites: Must be taken final semester with exception of Community Health Nursing which may be taken concurrently or the following semester/term.)

NURS422: NURSING LEADERSHIP & MANAGEMENT* 3 semester hours (2 hr. theory, 1 hr. clinical)
Course Description
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. (Prerequisites: NURS404 Nursing Care IV; NURS405 Community-Based Nursing; Prerequisite or Corequisite: Business Management Elective)

NURS422RN: NURSING LEADERSHIP AND MANAGEMENT* 3 semester hours (2 hr. theory, 1 hr. clinical)
Course Description
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. (Prerequisite or Co-requisites: NURS337 RN Research and Evidence-Based Practice in Nursing; Business/Management Elective)

NURS424: ISSUES AND TRENDS IN PROFESSIONAL NURSING II* 2 semester hours
Course Description
This is the final course in a series, expanding on the contemporary issues and trends in professional nursing. Students utilize theoretical, legal, political 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. (Prerequisite: This course is to be taken final semester)

NURS425: PREPARATION FOR LICENSURE * 1 semester hour
Course Description
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. (Prerequisite: This course is to be taken final semester)

NURS430: NURSING CAPSTONE* 4 semester hours (4 hr. clinical)
Course Description
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 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. (Prerequisite: NURS322 Nursing Practicum; this course is to be taken final semester)
### COURSE DESCRIPTIONS

#### NURS431RN: ISSUES AND TRENDS FOR PRACTICING NURSES*  
**Course Description**  
This course explores issues and trends in professional nursing. Students utilize theoretical, legal, political and ethical frameworks to emphasize nursing leadership roles and commitment to health consumers, the nursing profession, micro/macro systems, and the global community. (Prerequisite Or Co-requisite: NURS334RN Transition to Baccalaureate Education)

#### NURS435RN: PROFESSIONAL NURSING PRACTICE*  
**Course Description**  
This course expands on application of professional standards, guidelines, and competencies to contemporary nursing practice. Students select a project emphasizing leadership and advancement of the nursing profession. (Prerequisite or Corequisite: NURS431 Issues & Trends for Practicing Nurses)

#### NURS455RN: NURSING CAPSTONE*  
**Course Description**  
This course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the curriculum through working in a practice area aligned with individual student goals. Analyzing current practice experiences allows students to engage in the full scope of professional nursing roles, and to demonstrate critical thinking while embracing collaboration and leadership skills to influence person-centered care. A scholarly capstone presentation demonstrates synthesis of nursing program curricular outcomes. (Prerequisite Courses: Taken the final semester of the nursing major requirements)

#### NURSING ASSISTANT

#### NURA102X: BASIC NURSING ASSISTANT (NON-CREDIT)  
**Course Description**  
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: At least 16 years of age, documentation of required immunizations, criminal background check, and completion of Abuse Registry form prior to beginning course.) Priority registration for the Basic Nursing Assistant Course will be given in the following order to those students who 1) are currently enrolled in a degree program at the College of Health Sciences, 2) have been accepted into a degree program at the College, 3) have applied to a degree program at the College, or 4) are registering as a student-at-large. Priority registration for the class will only apply until six weeks prior to the start date of the course.

#### PHLEBOTOMY

#### MEDT101: PHLEBOTOMY  
**Course Description**  
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). (Prerequisite: At least 16 years of age)

#### SOCIAL SCIENCES

#### GER0200: GERONTOLOGY IN TODAY'S WORLD  
**Course Description**  
This course provides an introduction to basic concepts in gerontology including theories of aging, demographics, definitions, politics, financial impact, and attitudes on aging. The course also explores communication with the older adult and roles of the interdisciplinary team when caring for an older adult. (Prerequisite: none)

#### GER0301: PHYSICAL AND PSYCHOLOGICAL ASPECTS OF AGING  
**Course Description**  
This course examines the physical and psychological aspects of aging including normal age-related changes versus age-related disease processes, atypical presentation of the older adult, geriatric syndromes and cognitive and mental health issues. The course also explores nutrition, effects of medications, functional abilities, and health promotion for the older adult. (Prerequisites: Anatomy and Physiology I and II, Human Growth and Development, Introduction to Psychology, Gerontology in Today's World, or instructor permission)
**Course Descriptions**

**GERO303: Sociocultural Aspects of Aging**  
*Course Description*  
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. (Prerequisites: Introduction to Sociology, Gerontology in Today's World, or Instructor Permission)

**GERO310: Death & Dying**  
*Course Description*  
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. (Prerequisite: none)

**GERO401: Gerontology Internship**  
*Course Description*  
This course allows the student to complete a 90-180 hour clinical internship in the discipline of their choice in a facility or setting that has a focus on gerontology. Students may take the course for two, three, or four credits. All students will complete a project related to gerontology in their specific discipline and present their project as an in-service where clinical is being completed. Nursing students have the option of meeting the requirements for the Gerontology Internship by completing their Level IV Practicum with a gerontology clinical experience and capstone project. (Prerequisites: Gerontology in Today's World, Physical and Psychological Aspects of Aging, Sociocultural Aspects of Aging, Death and Dying, and Economics of Aging)

**PBHL201: Introduction to Public Health**  
*Course Description*  
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. (Prerequisite: None)

**PBHL301: Introduction to Environmental and Occupational Health**  
*Course Description*  
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 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. (Prerequisite: Introduction to Public Health recommended)

**PBHL305: Global Health**  
*Course Description*  
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.

**PSYC121: Introduction to Psychology**  
*Course Description*  
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. (Prerequisite: none)

**PSYC201: Human Growth and Development**  
*Course Description*  
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. (Prerequisite: none)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSYC321</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Course Description</td>
<td>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. (Prerequisite: Introduction to Psychology)</td>
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<tr>
<td>PSYC322</td>
<td>INTERPERSONAL RELATIONS IN HEALTHCARE</td>
<td>3</td>
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<td>Course Description</td>
<td>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 the self within the healthcare profession. Topics will include but are not limited to: conflict resolution, therapeutic communication processes, professional boundaries, advanced listening skills, self-disclosure, dual relationships, codependency, positive self-care, relationship dynamics, and cultural competencies in a diverse environment. (Prerequisite Courses: Introduction to Psychology, Introduction to Sociology or Instructor Permission)</td>
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<tr>
<td>PSYC325</td>
<td>HUMAN SEXUALITY</td>
<td>3</td>
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<td>Course Description</td>
<td>The course provides a comprehensive study of the biological, psychosocial, behavioral and cultural aspects of human sexuality. Students will explore sexual attitudes and behaviors from a historical and cross-cultural perspective, examine sexual orientations and lifestyles, legal and ethical issues in human sexuality, the impact of gender roles, relationships, atypical behaviors, and human sexual anatomy. (Prerequisite Courses: Introduction to Psychology, Introduction to Sociology, or Human Growth &amp; Development)</td>
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<tr>
<td>SOC1101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
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<td>Course Description</td>
<td>The 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. (Prerequisite: none)</td>
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<tr>
<td>SOC1222</td>
<td>GLOBAL COMMUNITY: CULTURAL DIVERSITY &amp; HEALTHCARE</td>
<td>3</td>
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<td>Course Description</td>
<td>This course introduces the student to cultural concepts including the relationship of culture to lifestyle and life decisions. The student will be exposed to what constitutes a culture, and how culture impacts behavior, values, and beliefs. (Prerequisite: none)</td>
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<tr>
<td>SOC1323</td>
<td>HEALTHCARE RESPONSE TO VIOLENCE IN SOCIETY</td>
<td>3</td>
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<td>Course Description</td>
<td>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 health care workers respond to this violence, and how it affects patients, co-workers and individuals. (Prerequisite: none)</td>
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<tr>
<td>SOC1324</td>
<td>APPLYING CULTURAL DIVERSITY IN HEALTH AND ILLNESS</td>
<td>3</td>
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<tr>
<td>Course Description</td>
<td>This course will increase awareness of the issues and concerns of the delivery of health care among minority and underserved populations. Students will explore the effects of culture on the perception of health and illness by individuals and society. This course will increase awareness of personal responsibility in the development of relationships among others in the field. Field experience and research are required. (Prerequisite: Cultural Study course or permission of instructor)</td>
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<tr>
<td>SONOGRAPHY</td>
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<td>AHAL223</td>
<td>PHYSICS AND INSTRUMENTATION</td>
<td>4</td>
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<td>Course Description</td>
<td>Principles of sound propagation and tissue interaction are addressed. These include reflection, refraction, absorption and attenuation, the piezoelectric effect, transducer characteristics, focusing and resolution, methods of storage and display, recognition of artifacts, safety and quality assurance. (Prerequisites: Intermediate or College Algebra, Descriptive or General Physics or instructor permission)</td>
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<tr>
<td>AHAL313</td>
<td>RESEARCH IN HEALTHCARE (Fall Semester Only)</td>
<td>2</td>
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<tr>
<td>Course Description</td>
<td>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. (Prerequisite or Corequisite: Statistics)</td>
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AHAL314: ISSUES AND TRENDS IN HEALTH PROFESSIONS (Spring Semester Only)  2 semester hours
Course Description
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. (Prerequisites: none)

CARD312: ADULT CARDIAC SONOGRAPHY SKILLS I  1 semester hour
Course Description
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 noncomplex adult echocardiograms. (Prerequisites: Principles of EKG, Cardiovascular Physiology, Physics and Instrumentation; concurrent with Core I: Adult Cardiac Sonography)

CARD314: ADULT CARDIAC SONOGRAPHY SKILLS II  1 semester hour
Course Description
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. (Prerequisites: Core I: Adult Cardiac Sonography, Adult Cardiac Sonography Skills I; concurrent with Core II: Adult Cardiac Sonography, and Adult Cardiac Sonography Clinical Experience)

CARD342: CORE I: ADULT CARDIAC SONOGRAPHY  8 semester hours
Course Description
This course studies anatomy, physiology, and instrumentation of the cardiac ultrasound machine. Basic 2D, M-mode, and Doppler principles will be introduced. (Prerequisites: Principles of EKG, Cardiovascular Physiology, Physics and Instrumentation; concurrent with Adult Cardiac Sonography Skills I)

CARD343: CORE II: ADULT CARDIAC SONOGRAPHY  7 semester hours
Course Description
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. (Prerequisite: Core I: Adult Cardiac Sonography, Adult Cardiac Sonography Skills I, concurrent with Adult Cardiac Sonography Skills II and Adult Cardiac Sonography Clinical Experience)

CARD344: ADULT CARDIAC SONOGRAPHY CLINICAL EXPERIENCE  1 semester hour
Course Description
The student will participate in activities in the clinical setting within the boundaries of the course and will continue to gain experience in obtaining noncomplex 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. (Prerequisites: Core I: Adult Cardiac Sonography, Adult Cardiac Sonography Skills I, CPR for Healthcare Provider concurrent with Core II: Adult Cardiac Sonography, and Adult Cardiac Sonography Clinical Experience)

CARD430: BOARD REVIEW: ADULT CARDIAC SONOGRAPHY  1 semester hour
Course Description
This course is designed to prepare the student to successfully pass the registry for adult cardiac sonography. The students will review materials from all previous course work. A mock registry exam will be given and areas needing improvement will be emphasized. (Prerequisites: Clinical Rotation I: Adult Cardiac Sonography; concurrent with Clinical Rotation II: Adult Cardiac Sonography)

CVDT226: CARDIOVASCULAR PHYSIOLOGY  4 semester hours
Course Description
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 electrophysiological principles. Cardiac function and analysis of the circulation and the pathologic conditions that affect it will be reviewed. (Prerequisite: Anatomy and Physiology I & II, EKG)

CVDT230: PRINCIPLES OF EKG  3 semester hours
Course Description
This course is designed to teach principles of electrocardiograms including information necessary to interpret and understand normal and abnormal cardiac rhythms. (Prerequisite or Corequisite: Anatomy and Physiology II)

CVDT301: SKILLS ENHANCEMENT I  1.5 semester hour
Course Description
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. (Prerequisites: Clinical Practicum I)
COURSES DESCRIPTIONS

CVTD302: SKILLS ENHANCEMENT II  
1.5 semester hour
Course Description
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. (Prerequisite: Skills Enhancement I)

CVTD340: CLINICAL PRACTICUM I  
4.5 semester hours
Course Description
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. (Prerequisite courses: Core II: Adult Cardiac Sonography or Core II: Vascular Sonography, Adult Cardiac Sonography Skills II or Vascular Sonography Skills II, and Adult Cardiac Sonography Clinical Experience or Vascular Sonography Clinical Experience)

CVTD350: CLINICAL PRACTICUM II: CARDIAC & VASCULAR SONOGRAPHY  
7 Semester hours
Course Description
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. (Prerequisites: Core II: Vascular Sonography, Core II Adult Cardiac Sonography, Vascular Sonography Skills II, Adult Cardiac Sonography Skills II, Vascular Sonography and Adult Cardiac Sonography Clinical Experience, Clinical Practicum I: Vascular Sonography or Adult Cardiac Sonography)

CVTD410: CLINICAL PRACTICUM III: CARDIAC & VASCULAR SONOGRAPHY  
13.5 Semester hours
Course Description
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. (Prerequisites: Clinical Practicum II: Cardiac and Vascular Sonography)

CVTD420A: CLINICAL PRACTICUM IV: CARDIAC & VASCULAR SONOGRAPHY (winter term only)  
1.5 Semester hrs
Course Description
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. (Prerequisites: Clinical Practicum III: Cardiac and Vascular Sonography)

CVTD420B: CLINICAL PRACTICUM IV: CARDIAC & VASCULAR SONOGRAPHY  
13.5 Semester hours
Course Description
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. (Prerequisites: Clinical Practicum III: Cardiac and Vascular Sonography)

DMSO312: ABDOMINAL SONOGRAPHY II  
1 semester hour
Course Description
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 including 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. (Prerequisite: Abdominal Sonography I, Diagnostic Medical Sonography Skills Lab; concurrent with Diagnostic Medical Sonography Skills Lab/Clinical)

DMSO313: OBSTETRICAL/NEONATAL SONOGRAPHY  
5 semester hours
Course Description
This course studies sectional anatomy of the transverse, longitudinal and coronal planes of the female reproductive organs, embryo, fetus and newborn. 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. Anatomy of the neonatal brain, spine and hips are studied. Maternal, fetal, and neonatal pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized. (Prerequisites: Abdominal Sonography I, Gynecologic Sonography, Diagnostic Medical Sonography Skills Lab; concurrent with Abdominal Sonography II, Diagnostic Medical Sonography Skills Lab/Clinical)
COURSE DESCRIPTIONS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DMSO316</td>
<td>DIAGNOSTIC MEDICAL SONOGRAPHY SKILLS LAB/CLINICAL</td>
<td>7</td>
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<tr>
<td>Course Description</td>
<td>The emphasis of this course is to provide supervised skills lab and clinical experiences in sonographic imaging of obstetrical, gynecological and neonatal structures. In addition, the student will continue to gain experience in sonographic imaging introduced in GENS137: Skills Lab. (Prerequisites: Abdominal Sonography I, Gynecologic Sonography, and Diagnostic Medical Sonography Skills Lab/Clinical; concurrent with Abdominal Sonography II and Obstetrical/Neonatal Sonography)</td>
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<tr>
<td>DMSO320</td>
<td>SONOGRAPHY OF SUPERFICIAL STRUCTURES</td>
<td>2</td>
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<tr>
<td>Course Description</td>
<td>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. (Prerequisites: None; concurrent with Diagnostic Medical Sonography Skills Lab)</td>
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<tr>
<td>DMSO332</td>
<td>GYNECOLOGIC SONOGRAPHY</td>
<td>2</td>
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<tr>
<td>Course Description</td>
<td>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. (Prerequisites: Pathophysiology and Physics and Instrumentation; concurrent with Diagnostic Medical Sonography Skills Lab)</td>
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<tr>
<td>DMSO333</td>
<td>ABDOMINAL SONOGRAPHY I</td>
<td>4</td>
</tr>
<tr>
<td>Course Description</td>
<td>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. (Prerequisites: Pathophysiology and Physics and Instrumentation; concurrent with Diagnostic Medical Sonography Skills Lab)</td>
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<tr>
<td>DMSO337</td>
<td>DIAGNOSTIC MEDICAL SONOGRAPHY SKILLS LAB</td>
<td>2</td>
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<tr>
<td>Course Description</td>
<td>This course provides supervised skills lab experience emphasizing sonographic imaging of the abdomen and female reproductive organs. (Prerequisites: Pathophysiology and Physics and Instrumentation; CPR for Healthcare Provider concurrent with Abdominal Sonography I, Sonography of Superficial Structures, Gynecological Sonography)</td>
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<tr>
<td>DMSO427</td>
<td>DIAGNOSTIC MEDICAL SONOGRAPHY: CLINICAL PRACTICUM I</td>
<td>9</td>
</tr>
<tr>
<td>Course Description</td>
<td>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. (Prerequisites: Abdominal Sonography II, Obstetrical/Neonatal Sonography, Gynecological Sonography and Diagnostic Medical Sonography Skills Lab/Clinical)</td>
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<tr>
<td>DMSO431</td>
<td>BOARD REVIEW: DIAGNOSTIC MEDICAL SONOGRAPHY</td>
<td>2</td>
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<tr>
<td>Course Description</td>
<td>This course is designed to prepare the student to successfully pass the registry exams for diagnostic medical sonography. The student will review materials from all previous course work. Practice registry exams will be given and areas needing improvement will be emphasized. (Prerequisites: All theory and skills/clinical courses)</td>
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<td>DMSO433</td>
<td>DIAGNOSTIC MEDICAL SONOGRAPHY: CLINICAL PRACTICUM II</td>
<td>11</td>
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<tr>
<td>Course Description</td>
<td>This course provides extensive supervised clinical experience in performing sonographic procedures in all the areas introduced in diagnostic medical sonography Skills Lab/Clinical, and Clinical Practicum I. (Prerequisite: Diagnostic Medical Sonography Clinical Practicum I)</td>
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<td>SON0001</td>
<td>Sonography Transition I</td>
<td>1.5</td>
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<tr>
<td>Course Description</td>
<td>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. (Prerequisites: Previous scanning skills in an identified modality)</td>
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<tr>
<td>SON0002</td>
<td>Sonography Transition II</td>
<td>1.5</td>
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<tr>
<td>Course Description</td>
<td>This course would follow Sonography Transition I 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. (Prerequisites: Previous scanning skills in an identified modality)</td>
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## COURSE DESCRIPTIONS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>SON003</td>
<td>Sonography Transition III</td>
<td>1.5 semester hours</td>
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<tr>
<td>VASC134AP</td>
<td>CAROTID DUPLEX SONOGRAPHY MODULE</td>
<td>1.5 semester hours</td>
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<tr>
<td>VASC135AP</td>
<td>LOWER EXTREMITY VENOUS DUPLEX SONOGRAPHY MODULE</td>
<td>1.5 semester hours</td>
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<tr>
<td>VASC137AP</td>
<td>ELEMENTS OF LOWER ARTERIAL SONOGRAPHY MODULE</td>
<td>1.5 semester hours</td>
</tr>
<tr>
<td>VASC315</td>
<td>VASCULAR SONOGRAPHY SKILLS I</td>
<td>1 semester hour</td>
</tr>
<tr>
<td>VASC316</td>
<td>VASCULAR SONOGRAPHY SKILLS II</td>
<td>1 semester hour</td>
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<tr>
<td>VASC320</td>
<td>VASCULAR SONOGRAPHY II: PATHOLOGY AND PROCEDURES</td>
<td>3 semester credits</td>
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<tr>
<td>VASC323</td>
<td>CLINICAL ROTATION I: VASCULAR SONOGRAPHY</td>
<td>11 semester hours</td>
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<tr>
<td>VASC344</td>
<td>CORE I: VASCULAR SONOGRAPHY</td>
<td>8 semester hours</td>
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**SON003: 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.
(Prerequisites: Previous scanning skills in an identified modality)

**VASC134AP: CAROTID DUPLEX SONOGRAPHY MODULE**
*Course Description*
This course includes study of anatomy, view planes, and landmarks specific to the cerebral vascular system. Duplex imaging, Doppler principles and analysis, and hemodynamics. In addition, this course provides hands-on experience in a skills lab setting. Techniques will include listening to and recognizing changes in the cerebral vascular system.
(Prerequisite: ARDMS registered in one specialty of sonography (supply copy of current registry certification)

**VASC135AP: LOWER EXTREMITY VENOUS DUPLEX SONOGRAPHY MODULE**
*Course Description*
This course includes study of anatomy, view planes, and landmarks specific to the lower extremity venous vascular system. Duplex imaging, Doppler principles and analysis, and hemodynamics. In addition, this course provides hands-on experience in a skills lab setting. Techniques will include listening to and recognizing changes in the lower extremity venous vascular system. (Prerequisite: ARDMS registered in one specialty of sonography (supply copy of current registry certification)

**VASC137AP: ELEMENTS OF LOWER ARTERIAL SONOGRAPHY MODULE**
*Course Description*
This course includes study of anatomy, view planes, and landmarks specific to the peripheral vascular system. Duplex imaging, arterial segmental, ABI's, Doppler principles and analysis, hemodynamics, and indirect instrumentation will be introduced. In addition, this course provides hands-on experience in a skills lab setting. Techniques will include listening to and recognizing changes in the vascular system. (Prerequisite: ARDMS registered in one specialty of sonography (supply copy of current registry certification)

**VASC315: VASCULAR SONOGRAPHY SKILLS I**
*Course Description*
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. (Prerequisites: Principles of EKG, Cardiovascular Physiology, Physics and Instrumentation; concurrent with Core I: Vascular Sonography

**VASC316: VASCULAR SONOGRAPHY SKILLS II**
*Course Description*
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. (Prerequisites: Core I: Vascular Sonography, Vascular Sonography Skills I, concurrent with Vascular Sonography Clinical Experience, Core II: Vascular Sonography)

**VASC320: VASCULAR SONOGRAPHY II: PATHOLOGY AND PROCEDURES**
*Course Description:
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. (Prerequisites: Vascular Sonography: Core I, Vascular Sonography Skills I, concurrent with Vascular Sonography Clinical Experience, Core II: Vascular Sonography)

**VASC323: CLINICAL ROTATION I: VASCULAR SONOGRAPHY**
*Course Description*
In the clinical setting, the student will interact with vascular surgeons, other vascular sonography technologists and patients. The student will be performing complete carotid, lower and upper arterial and venous studies. Preceptors will be assigned to act as mentors to the student to ensure a positive experience. (Prerequisites: Core II: Vascular Sonography, Vascular Sonography Skills II, and Vascular Sonography Clinical Experience)

**VASC344: CORE I: VASCULAR SONOGRAPHY**
*Course Description*
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. (Prerequisites: Principles of EKG, Cardiovascular Physiology, Physics and Instrumentation; concurrent with Vascular Sonography Skills I)
VASC345: CORE II: VASCULAR SONOGRAPHY
Course Description
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. (Prerequisites: Core I: Vascular Sonography, Vascular Sonography Skills I; concurrent with Vascular Sonography Clinical Experience, Vascular Sonography Skills II)

VASC346: VASCULAR SONOGRAPHY CLINICAL EXPERIENCE
Course Description
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. (Prerequisites: CPR for Healthcare Provider, Professional Practice Issues, Core I: Vascular Sonography, Vascular Sonography Skills I, concurrent with Vascular Sonography Skills II, Core II: Vascular Sonography)

VASC430: BOARD REVIEW: VASCULAR SONOGRAPHY
Course Description
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 course work. A mock registry exam will be given and areas needing improvement will be emphasized. (Prerequisite courses: Clinical Practicum II: Cardiac and Vascular Sonography; concurrent with Clinical Practicum III or IV: Cardiac and Vascular Sonography)
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MA – Doane College

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MSN – Nebraska Wesleyan University  
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Doctoral Study – University of Nebraska

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Instructional Design and Support Specialist  
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MEd – University of Missouri-Columbia

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Director of Library Services  
BS - Nebraska Wesleyan University  
MS - University of Illinois-Urbana-Champaign

Jan O. Rice, MALS, AHIP  
Lead Reference & Instruction Librarian  
BA - University of Nebraska, Lincoln  
MA - University of Wisconsin-Madison

Records and Registration

Ashley Ertl, AS  
Records & Registration Assistant  
AS – Southeast Community College

Pam McMaster, BA  
Registrar  
BA - Wayne State College

Jill Jenkins, BS  
BS – Kansas State University

Student Support Services

Patty Bollinger, MSN, RN-C, APRN-CNS  
Assistant Professor/Professional Development  
BSN - Union College  
MSN - Andrews University  
ANCC - Certification, Psychiatric and Mental Health Nurse

Melissa Jones, RN  
Health & Wellness  
Diploma – Bryan Memorial Hospital School of Nursing

Brenda Neemann, BS  
Coordinator of Student Services & Alumni Development  
BS – University of Nebraska

Sheri Paneitz, MSN, RN  
Clinical & Academic Development Director  
Diploma - Bryan Memorial Hospital School of Nursing  
BSN - University of Nebraska Medical Center  
MSN - Nebraska Wesleyan University

Melinda White, RN  
Health & Wellness  
Diploma – Bryan Memorial Hospital School of Nursing  
Baccalaureate Studies – Nebraska Wesleyan
Biomedical Sciences/General Education Faculty

Dr. Kay Crabtree, PhD, RN
Biomedical Sciences Director
Associate Professor, Biology
BSN – Creighton University
PhD – University of Nebraska

Dr. Kim Hansen, PhD
Associate Professor, Physiology
BS – University of Nebraska-Lincoln
MS – University of Nebraska-Lincoln
PhD – University of Nebraska-Lincoln

Dr. Mark Jones, PhD
Assistant Professor, Anatomy
BS – Purdue University
PhD – Indiana University School of Medicine

Dr. Amy Knobbe, PhD
Assistant Professor, Biochemistry
BS – University of Nebraska
MS – State University of New York-Albany
PhD - University of Nebraska

Dr. 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

Sonography Faculty

Cindy Blake, BS, RDMS, RVT
Instructor/Clinical Coordinator
AS – Bryan College of Health Sciences
BA – University of Nebraska-Lincoln
Graduate Study – Doane College
RDMS, RVT – American Registry for Diagnostic Medical Sonography

Renee Hathaway, Med, RVT
Assistant Professor, Vascular Sonography
AAS-Southeast Technical Institute
BS - University of South Dakota
MEd – Doane College
Doctoral Study – University of Nebraska-Lincoln
RVT - American Registry for Diagnostic Medical Sonography

Stacey Shutts, BS, RDCS
Instructor, Adult Cardiac Sonography
BS – Bryan College of Health Sciences
Graduate Study – Doane College
RDCS – American Registry for Diagnostic Medical Sonography

Julie Morbach, MA, ARRT, RDMS
Assistant Professor, Diagnostic Medical Sonography
AS – Mid-Plains Community College
BS – University of Nebraska Medical Center
MA – University of Nebraska-Lincoln
RDMS - American Registry for Diagnostic Medical Sonography
Nursing Faculty

Melinda Bentjen, MSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Patty Bollinger, MSN, RN, APRN-CNS
Assistant Professor
BSN - Union College
MSN - Andrews University
ANCC - Certification, Psychiatric & Mental Health Nurse

Dr. Colleen Carpenter, DNP, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Creighton University
NP – University of Nebraska Medical Center
DNP – George Washington University

Mary Dickerson, APRN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – University of Nebraska
MSN – Creighton University
APRN in midwifery – Frontier School of Nurse Midwifery

Jenna Dubas, MSN, RN
Assistant Professor
Diploma - Bryan Memorial Hospital School of Nursing
BSN - Nebraska Wesleyan University
MSN - Nebraska Wesleyan University

Amanda Fox, MSN, RN
Assistant Professor
ADN – Southeast Community College
BSN – University of Nebraska Wesleyan University
MSN – Nebraska Wesleyan University

Janelle Francis, MSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – University of Nebraska Wesleyan University

Jordin Gorka, MSN, RN
Assistant Professor
BSN – Bryan College of Health Sciences
MSN – Nebraska Wesleyan University

Lesa Hoppe, MSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – University of Nebraska
MSN – Nebraska Wesleyan University
Doctoral Study – University of Northern Colorado

Nancy Hula, MSN, RN
Assistant Professor
BSN - Creighton University
MSN – Nebraska Methodist College

Tiffany Hunt, MSN, RN
Assistant Professor
BSN – University of Nebraska
MSN – Bryan College of Health Sciences

Michelle Johnson, PhD, RN
Associate Professor & RN-BSN Completion Option Coordinator
Diploma – Bryan School of Nursing
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
PhD – University of Nebraska Medical Center

Robin Kappler, MSN, RN
Assistant Professor
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – College of St. Mary
Doctoral Study – College of St. Mary

Ashley Kennedy, MSN, RN
Assistant Professor
ADN – Southeast Community College
BSN – University of Nebraska Wesleyan University
MSN – Andrews University
Doctoral Study – College of St. Mary

Tonya Maloy, MSN, RN
Assistant Professor
ADN – Southeast Community College
BSN – University of Nebraska Wesleyan University
MSN – Nebraska Wesleyan University

Linda Miles, MSN, RN
Assistant Professor
ADN – Southeast Community College
BSN – University of Nebraska Wesleyan University
MSN – Nebraska Wesleyan University

Agnes Natale, MSN, RN
Assistant Professor
BSN – University of Nebraska Medical Center
MSN - University of Cincinnati School of Nursing
Doctoral Study – University of Nebraska

Ann Nebel, MSN, RN
Assistant Professor
BSN – Bryan College of Health Sciences
MSN – Nebraska Wesleyan University
Doctoral Study – University of Nebraska

Tasha Pfenning, MSN, RN
Assistant Professor-Skills Lab Coordinator
Diploma – Bryan Memorial Hospital School of Nursing
BSN - Nebraska Wesleyan University
MSN - Nebraska Wesleyan University
Ellen Richards, MSN, RN
Assistant Professor
ADN – University of Nebraska Medical Center
BSN - University of Nebraska Medical Center
MSN - Nebraska Wesleyan University

Karla Scholl, MSN, RN
Assistant Professor
Diploma - Bryan Memorial Hospital School of Nursing
BSN - University of Nebraska Medical Center
MSN - Nebraska Wesleyan University

Julie Skrabal, EdDc, RN
Assistant Professor/BSN Clinical Coordinator
BSN - University of Nebraska Medical Center
MSN - University of Nebraska Medical Center
Doctoral Study – College of St. Mary

Katie Sladky, MSN, RN
Assistant Professor
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Robin Spangler, MSN, RN
Assistant Professor
Diploma - Immanuel School of Nursing
BSN - University of Nebraska Medical Center
MSN - Creighton University
Doctoral Study – College of St. Mary

Michelle Summers, MSN, RN
Assistant Professor
Diploma - Bryan School of Nursing
BSN - Nebraska Wesleyan University
MSN – Nebraska Wesleyan University

Jan Tubbs, MS, MSN, RN
Assistant Professor
Diploma - Lincoln General Hospital School of Nursing
BS - University of Nebraska
MS - University of Nebraska
MSN - Andrews University

Rhonda Woodside, MSN, RN
Assistant Professor
ADN - College of St. Mary
BSN - College of St. Mary
MSN - Andrews University
2015-2016 CALENDAR

Fall Semester
August 20-21, 2015 ................................................................. New student orientation
August 24, 2015 .................................................................. First day of classes
August 28, 2015 .................................................................. Last day to drop/add classes
Week of August 31, 2015 ....................................................... Tuition statements available on CampusVue Portal
September 5-7, 2015 ............................................................... NO CLASSES - Labor Day
September 25, 2015 ................................................................ Tuition Due
October 12-16, 2015 ............................................................... Midterm
October 17-20, 2015 ............................................................... NO CLASSES - Fall break
October 26-30, 2015 ............................................................... Priority registration for Spring semester
October 30, 2015 .................................................................. Last day to withdraw
November 2-13, 2015 .............................................................. Open registration for Spring semester
November 15, 2015 ................................................................ Last day to file for May graduation
November 25-29, 2015 ............................................................. NO CLASSES - Thanksgiving
December 14-18, 2015 ............................................................. Final exams
December 18, 2015 ................................................................. Final day of semester
December 18, 2015 ................................................................ Fall graduation

Winter Session
December 21, 2015-January 8, 2016 ................................................. Winter session
Dates & times to be determined ............................................ Clinical Practicum IV-Cardiovascular Technology

Spring Semester
January 7-8, 2016 ................................................................. New student orientation
January 11, 2016 .................................................................. First day of classes
January 15, 2016 .................................................................. Last day to drop/add classes
January 16-18, 2016 ............................................................... NO CLASSES - Martin Luther King Day
Week of January 18, 2016 ....................................................... Tuition statements available on CampusVue Portal
February 12, 2016 ................................................................. Tuition due
February 15, 2016 ................................................................ Last day to file for August graduation
February 29-March 4, 2016 ....................................................... Midterm
March 18, 2016 .................................................................. Last day to withdraw
March 19-27, 2016 ................................................................. NO CLASSES - Spring Break
March 28-April 1, 2016 ............................................................. Priority registration for Summer & Fall semesters
April 4-15, 2016 .................................................................. Open registration for Summer & Fall semesters
April 15, 2016 .................................................................. Last day to file for December graduation
May 2-6, 2016 .................................................................. Final exams
May 6, 2016 .................................................................. Final day of semester
May 6, 2016 .................................................................. Spring graduation

Summer Session*
May 9, 2016 .................................................................. First day of summer session
May 10-June 2, 2016 BSN Level II B Practicum (for those students who have completed Nursing Care II)
Week of May 16, 2016 .......................................................... Tuition Statements available on CampusVue Portal
May 28-30, 2016 ................................................................. NO CLASSES - Memorial Day
June 3, 2016 .................................................................. Tuition due for all summer courses**
June 7-30, 2016 .... BSN Level II A Practicum (for those students who have completed Nursing Care I)
July 4, 2016 .................................................................. NO CLASSES - Independence Day
August 5, 2016 .................................................................. Last day of summer session
August 5, 2016 .................................................................. Summer degree conferral date

*For drop/add dates see Records & Registration. For tuition refund schedules, see the Bursar.
**ALL tuition for summer is due June 3, 2016, regardless of course offering dates