2021-2022
GRADUATE CATALOG
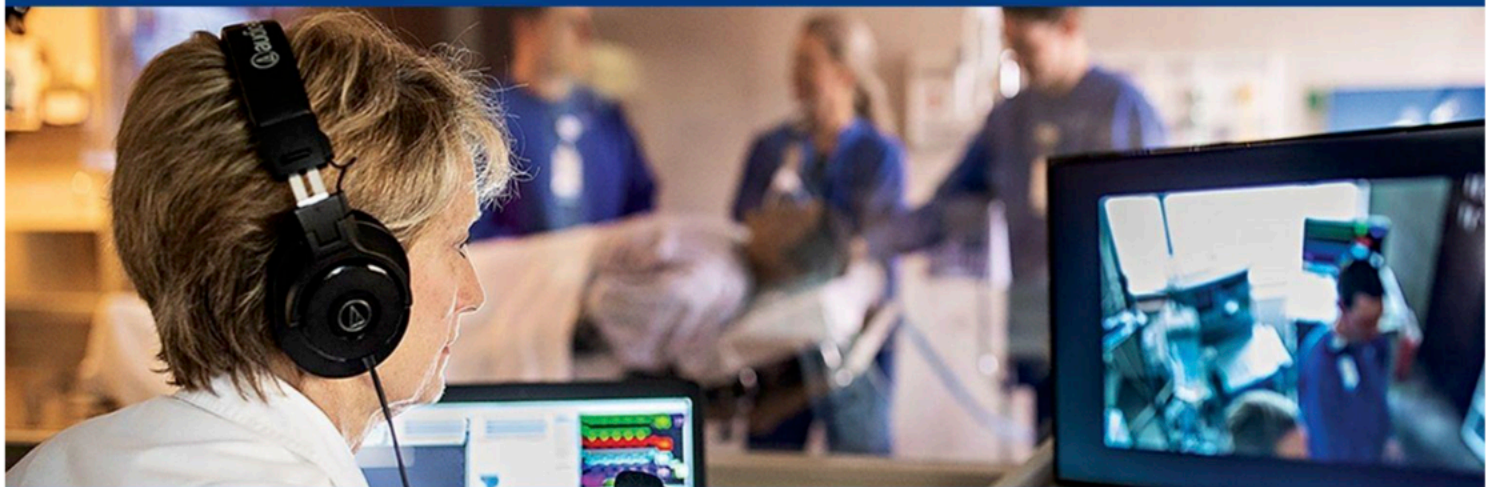
Bryan COLLEGE OF HEALTH SCIENCES

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General Information

Academic Calendar

2021-2022 Academic Calendar

Fall Semester

August 19-20, 2021	New student orientation
August 23, 2021	First day of classes
August 27, 2021	Last day to drop/add classes
September 4-6, 2021	NO CLASSES - Labor Day
Week of September 4, 2021	Tuition statements available on student portal
September 24, 2021	Tuition Due
October 11-15, 2021	Midterm
October 16-19, 2021	NO CLASSES - Fall break
October 25-29, 2021	Priority registration for Spring semester
November 1, 2021	Open registration for Spring semester begins
November 12, 2021	Last day to withdraw
November 15, 2021	Last day to apply for May graduation
November 24-28, 202	NO CLASSES – Thanksgiving Recess
December 13-17, 2021	Final exams
December 17, 2021	Final day of semester
December 17, 2021	Fall graduation

Winter Session

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

Spring Semester

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

Summer Session

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

*For drop/add dates see Records & Registration. For tuition refund schedules, see the Bursar.

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

General Information

Our Mission

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

Our Vision

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

Our Goals

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

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

Our Purpose

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

Our Values

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

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 non-judgmental attitude.
- All individuals deserve the same rights, privileges or status as others including acceptance, assertiveness, fairness, self-esteem and tolerance.
- The individual has the freedom to exercise choice.
- The education process must enable the graduate to participate as a contributing member of a culturally diverse society.
- Faculty are responsible as role models, mentors and teachers for providing a caring environment in which students are free to explore and develop.

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

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

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

Non-Discrimination Policy

Bryan College of Health Sciences is committed to providing equal opportunities for all persons and an environment free from discrimination, harassment, or related retaliation. Bryan College of Health Sciences does not discriminate on

the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income, or any other protected class recognized by state or federal law in its programs, activities, employment and admissions.

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

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

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

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

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

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

Philosophy of Assessment of Student Learning

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

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

Graduate Education Philosophy Statement

The student experience in the Graduate School of Bryan College of Health Sciences is an active engagement in education endeavors. Critical thinking and problem solving in practice environments is the core of our educational philosophy. A dynamic environment provides challenging and relevant academics integrated with practice experiences. The Graduate School fosters an intellectual climate conducive to exemplary scholarship while making excellence in teaching a priority. The graduate will achieve mastery in discipline and develop a professional identity.

Graduate Academic Standards

The following standards are to be applied for all current academic offerings and in the review and approval process for new academic offerings:

1. Program of study is congruent with the College Mission.
2. Credit requirements for degree:
    1. All master's level degrees will require completion of a minimum of 34 semester hour credits.
    2. All doctoral degrees will require completion of a minimum of 80 semester hour credits beyond the bachelor's degree.
3. Credit requirements for certificates:
    1. All graduate certificates will require a minimum of 9 semester hour credits.
4. All graduate degree programs must meet the established College graduate Core requirements.

Master's Education Core

The School of Graduate Studies of Bryan College of Health Sciences has identified an essential core of Master's level education. All programs leading to a Master's degree include coursework in research methods, theoretical foundations, applied statistics, evidence based practice, and advanced professional roles; a capstone experience; and an applied practicum.

Doctoral Education Core

The School of Graduate Studies of Bryan College of Health Sciences has identified an essential core of Doctoral level education. All programs leading to a doctoral degree include coursework in leadership, research methods, a scholarly inquiry project and a practicum.

History

In 1922, William Jennings Bryan gave his home, "Fairview," and surrounding land to the Nebraska Conference of the Methodist Church for the purpose of establishing a new

hospital in Lincoln. From this gift and others, a dream became a reality when the 60-bed Bryan Memorial Hospital opened on June 6, 1926. When Bryan School of Nursing opened the same year with 37 students, Fairview became the student dormitory.

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

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

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

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

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

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

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

Campus Facilities

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

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

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

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

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

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

Bryan College of Health Sciences Library organizes, maintains and provides access to an extensive collection of print and electronic journals, databases and multimedia material. These resources are utilized for coursework, patient care, clinical research and professional development. Library services include document delivery, research assistance program (RAP), curriculum integrated

information competency skills, Library specific course guides, and educational opportunities in the form of hands-on workshops and course lectures. The Library web page organizes all the resources and services and provides remote access for off-campus users. The Library aims to provide authoritative current, high quality information that supports the curriculum and contributes to excellent patient care.

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

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

Graduate Degrees Offered

Bryan College of Health Sciences offers a Master of Science in Nursing with nurse educator or nurse leadership focus, an Education Doctorate with emphasis in nursing or health professions education, and a Doctor of Nurse Anesthesia Practice.

Certificates Offered

Bryan College of Health Sciences offers a Simulation Education Graduate Certificate, a Graduate Certificate in Healthcare Management, and Post-MSN Certificates in Nursing Education and Nursing Leadership.

Graduate Certificate in Healthcare Management

The Healthcare Management Certificate provides healthcare managers, or those aspiring to become managers, with in-depth knowledge or management principles including leadership and management skills that will be able to apply to the healthcare setting.

Graduate Certificate in Simulation Education

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

Post-Master's in Nursing Certificates

The Post-Master's of Science in Nursing Certificates in Nursing Education and Nursing Leadership provide theoretical and practice experiences to MSN graduates who wish to expand their scope of expertise.

Administrative Structure

Each program in the School of Graduate Studies is overseen by a Dean who has overall authority and responsibility to administer the policies and procedures of the program. The graduate faculty, through the Graduate Studies committee, develops academic and faculty policies. Advisement and operation of programs are the responsibility of the respective programs.

Accreditation/Licensure

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

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

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

The 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.

Bryan College of Health Sciences' Alumni Association

The Bryan Memorial Hospital School of Nursing, Lincoln General Hospital School of Nursing, and BryanLGH College of Health Sciences Alumni Associations have had a rich heritage. The Bryan College of Health Sciences Alumni

Association continues to advance high standards of ethical and professional conduct, and promote professional and educational advancement.

Admissions

Graduate Admission Policies

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

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

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

Operational Process Regarding Student Admissions

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

Goals:

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

Application Procedure

Students must apply and be accepted at Bryan College of Health Sciences. The Program Deans/Directors are available to assist in developing an academic plan for registration and sequencing courses.

Students-at-Large

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

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

Distance Education

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

Admission Status

Applications for admission will receive one of the following status classifications:

Accepted: The applicant meets all admission requirements and is offered admission to the program

Pending: The applicant meets admission requirements; however, some requirements may be in process of being met or official verification of requirements have not been received. The applicant is offered admission pending receipt of official verification requirements.

Provisional: The applicant does not meet all criteria for admission. The applicant may be offered admission on a provisional basis for one semester of study during which the criteria must be met (as applicable).

Rejected: The applicant does not meet the admission requirements or program capacity has been met.

International/Permanent Resident Students

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

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

Transfer Credit

Graduate level courses may be transferred to apply toward some degrees. (See individual program requirements.) Students requesting credit for courses taken at other institutions must have those courses evaluated. The request for transfer must be discussed with and approved by the program.

Criteria for transfer courses:

- Only courses for which the student has earned at least a B (or the equivalent of a B) will be considered for transfer credit.
- Courses must be comparable in content, rigor, and credit hour to the Bryan courses they would replace.
- Courses must have been taken at a regionally accredited academic institution or evaluated by an acceptable evaluation agency if taken outside the United States. Acceptable evaluation agencies include Educational Credential Evaluators (Catalog Match Evaluation), World Education Services, and the American Association of Collegiate Registrars and Admissions Officers.
- Official transcripts must be received by Records and Registration.

- Students may be required to provide catalog course descriptions and/or course syllabi for the requested courses.

Transfer Credit for Military Service Members

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

Readmission

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

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

Readmission Procedure:

1. Former students seeking to reenter Bryan College of Health Sciences must notify the Admissions Department of their intent to reapply.
   1. Former students who were dismissed from the College within one year of their College start date can send an e-mail to the Recruitment and Diversity Coordinator indicating their intent to reapply.
   2. Former students who were dismissed from the College more than one year after their College start date must submit a new application.
2. The Admissions Department coordinates with applicable departments, including the Dean of

Students, Student Accounts, the Registrar, and the Dean or Director of the Program to verify the former student's eligibility to reapply.

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

9. Dean or Director of the Program communicates with the applicant in writing the Curriculum Committee's decisions, start date, and their assigned academic advisor.
10. Dean or Director of the Program communicates with course faculty of the potential enrollment in a clinical course.
11. The student meets with his or her advisor and registers for classes.

Residency Requirements

EdD students must complete a minimum of 38 credits toward the EdD degree at Bryan College of Health Sciences.

MSN students must complete a minimum of 24 credits toward the MSN degree at Bryan College of Health Sciences.

DNAP students must complete a minimum of 80 credits toward the DNAP degree at Bryan College of Health Sciences.

All certificate coursework must be taken at Bryan College of Health Sciences.

Contact Information

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

Financial Information

Tuition and Fees - 2021 Costs

Graduate Nursing Certificate

Tuition	Credit Hour	$545.00
General Fees	Credit Hour	$30.00
Enrollment Fee	Upon acceptance	$100.00

Healthcare Management

Tuition	Credit Hour	$583.00
General Fees	Credit Hour	$30.00
Enrollment Fee	Upon acceptance	$100.00

Simulation Education Certificate

Tuition	Credit Hour	$675.00
General Fees	Credit Hour	$30.00
Enrollment Fee	Upon acceptance	$100.00

Master of Science in Nursing

Tuition	Credit Hour	$545.00
General Fees	Credit Hour	$30.00
Enrollment Fee	Upon acceptance	$175.00

Doctorate of Education

Tuition	Credit Hour	$717.00
General Fees	Credit Hour	$30.00
Enrollment Fee	Upon acceptance	$175.00

Doctor of Nurse Anesthesia

Tuition	Credit Hour	$1,031.00
General Fees	Credit Hour	$45.00
Enrollment Fee*	Upon acceptance	$1,000.00
Anatomy Lab Fee	One Time - First Semester	$275.00
Clinical Fee	Per semester beginning Phase II	$225.00

$600 of the enrollment fee is applied toward the second semester tuition.

Accepted applicants must pay an enrollment fee to hold a place in a class. The enrollment fee is non-refundable.

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

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

Tuition Collection and Payment Policy

Fall and Spring Semesters

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

Summer Semester

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

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

Tuition Refund Schedule

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

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

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

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

Applying for Financial Aid

Students applying for financial aid must file a Free Application for Federal Student Aid (FAFSA). This application may be completed online at www.fafsa.ed.gov. The priority FAFSA filing deadline for the 2022-2023 FAFSA is February 15, 2022. The Bryan College of Health Sciences federal school code is 006399.

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

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

Types of Financial Aid

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

Scholarships

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

Federal Financial Aid Refund Policy

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

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

Veterans' Information

Many of the programs at the College have been approved by the State Approving Agency for the enrollment of those eligible to receive GI Bill education benefits. A Certificate of Eligibility (COE) is required to certify students for veteran education benefits. Prospective students may visit the VA website at www.gibill.va.gov, call the assistance line at 8880GIBILL1 (888-442-4551), or inquire at a Veterans Administration Office for information on benefits. The assistance line is open from 7:00am to 7:00pm Central Time, Monday-Friday.

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

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

Veteran and Eligible Person Standard of Progress Policy (effective 9.17.19)
A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. The veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the College Catalog and Student Handbook consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

Contact Information

Deann Bayne, Registrar
VA School Certifying Official
Bryan College of Health Sciences
1535 S 52nd St. Lincoln, NE 68506-1398
Phone: (402)481-8718 or 800-742-7844, ext. 18718
E-mail: deann.bayne@bryanhealthcollege.edu

Academic and Administrative Policies

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

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.

Graduate Studies Student Handbook

The Graduate Student Handbook is accessible to all students entering the program. Students are expected to adhere to all policies and procedures outlined in the handbook. All students receive copies of revisions as they occur via email. It is the student's responsibility to keep updated on these revisions to the handbook. A copy of the Graduate Student Handbook can be accessed on the College website at bryanhealthcollege.edu.

Enrollment Requirements

Students who attend class meetings at the College are required to submit health records validating health status and required immunizations or proof of immunity prior to enrollment. Information obtained from these reports may impact eligibility to enter and/or remain in the program.

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

Bryan College of Health Sciences reserves the right to cancel any course offering for which enrollments are insufficient. 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.

Required Immunizations

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

Non Degree Seeking (NDS) students – immunizations per individual program requirements

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

Registration

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

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

Course Requirement Definitions

Prerequisite: A course that must be completed before another course can be taken.

Co-requisite: A course that can be taken prior to or must be taken at the same time as a given course.

Concurrent: A course or lab that must be taken at the same time as a given course.

Student Status

Semester	Full time	3/4 time	1/2 time
Fall	6 credits	4.6-5.9 credits	3-4.5 credits
Spring	6 credits	4.6-5.9 credits	3-4.5 credits
Summer	6 credits	4.6-5.9 credits	3-4.5 credits

Auditing a Course

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

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

The following stipulations apply to course audits:

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

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

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

Petition of Exceptions to Program Curriculum Requirements

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

Drop and Add
Adding a course

A course may be added through the end of the first week of a semester. The student must complete a Request to Drop/Add a Course form. After the first week of the semester adding a course requires permission of the instructor. Add

deadlines for summer terms or sessions less than a full semester following a prorated schedule. Prorated schedules are available from Records and Registration.

Dropping a Course

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

Midterm Course Warning

The purpose of the midterm course warning is to inform a student that they are functioning below a 80% average in a theory course or theory component of a course in the declared major.

Course Warning

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

Leave of Absence

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

date shall reflect the start date of the leave of absence even though the leave was approved. The withdrawal policy will then be implemented.

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

Students requesting a leave of absence from Bryan College of Health Sciences must carry out the following procedure:

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

Withdrawal Policy

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

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

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

Withdrawal from All Courses

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

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

Administrative Withdrawal

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

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

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

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

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

Dismissal

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

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

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

Attendance Policy

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

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

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

Absence may jeopardize a student's understanding of course content and may result in a grade reduction or failure of the course. Failure to attend a course does not automatically release a student from financial obligations associated with that course. Should a student decide to drop a class or withdraw from the school, the appropriate paperwork must be completed.

College Sponsored Absences

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

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

Reporting Absences

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

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

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

Academic Progress

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

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

Satisfactory Academic Progress

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

Satisfactory academic progress will be assessed at the completion of each academic semester. Students will be notified in writing if they are not making satisfactory academic progress. It should be noted that lack of academic progress may affect a student's academic standing, and a student's ability to receive federal financial aid. The Registrar will notify students who are not meeting minimum academic standards (see academic policies). 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 a 2.0 on a 4.0 scale.

Quantitative Standard - Pace of Progress

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

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

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

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

Maximum Time Frame

- For Federal Financial Aid: Students will not receive federal financial aid once they have completed credit hours equaling 150% of the length of their program. For example: for a BSN student whose program is 128 credit hours in length, no financial aid will be given once the student has completed 192 credit hours (128 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.

Maximum Length of Time to Degree Completion

Students must successfully complete all coursework within seven years of matriculation into the program. The seven-year period is computed based on the date of entrance into the program. This includes time spent on leave of absence. An extension will be granted if the College does not offer a required course during the last semester of the student's seven-year period. Students who do not complete within seven years must reapply for admission to the program. See individual program sections for specific degree completion requirements.

Grading System

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

Percentage Grade	Letter Grade	Quality Points
95.00 - 100	A+	4.0
90.0 - 94.99	A	4.0
85.00 - 89.99	B+	3.5
80.00 - 84.99	B	3.0
75.00 - 79.99	C+	2.5

Percentage Grade	Letter Grade	Quality Points
70.00 - 74.99	C	2.0
65.00 - 69.99	D+	1.5
60.00 - 64.99	D	1.0
59.99 and below	F	0.0

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

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

Clinical Grading Policy

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

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

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

Incomplete Grade Policy

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

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

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

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

Grade Dispute Policy

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

Finals Week

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

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

Graduation Policy

Graduation Requirements

Students must complete all degree requirements as described in the Curriculum and Courses section of the applicable Catalog. Students are expected to assume

responsibility for understanding the requirements of their program and for seeking appropriate assistance to do so. Students who do not successfully complete program requirements at the expected time will no longer be considered a part of their intended graduation cohort.

Applying for Graduation

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

Degree Conferral

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

Commencement

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

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

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

The College does not grant licensure or certification or ensure an individual's eligibility to obtain licensure or

certification after graduation. It is each student's responsibility to know and understand the requirements for licensure and/or certification.

Posthumous Degree Policy

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

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

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

Comprehensive Assessment

Each graduate studies program will identify a comprehensive assessment plan which will include one or more, but not limited to, the following:

1. Comprehensive exam
2. Capstone project
3. Thesis project
4. Standardized national exam

Each graduate studies program will submit the plan for comprehensive assessment for approval by the Graduate Studies Committee prior to the start of the program.

Master's Thesis and Doctoral Dissertation Formats

The Master's Thesis and Doctoral Dissertation is a reflection of the student, advisor, and Bryan College of Health Sciences. Therefore, it is expected that the work be of highest quality. Format and style of thesis or dissertation vary between disciplines and are to be determined by each individual program. Refer to specific academic department student handbooks for stylistic requirements.

Formal Complaints

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

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

Grievance Policy

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

The complete grievance policy is outlined in the Student Handbook.

Privacy Act

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

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

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

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

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

- Information the College has designated as "directory information".

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

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

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

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

Record Retention

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

Transcripts and Records Request Policy
Transcript Requests

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

Official transcripts will be released to specific individuals, institutions, or organizations as specified on the transcript release. Unofficial transcripts may be released directly to students or former students and will be stamped, "Issued to

the student at his/her request." Official copes bear the Registrar's signature, the College seal, and are printed on security paper.

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

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

Records Requests

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

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

Holds

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

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

Release of Reference Information Policy

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

Name Changes

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

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.

Campus Policies

Student Rights and Responsibilities

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

Code of Conduct

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

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

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

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

Academic Integrity

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

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

Academic integrity issues specific to the student role include, but are not limited to:

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

Academic dishonesty includes but is not limited to:

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

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

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

Campus Security/Crime Prevention

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

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

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

Harassment

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

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

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

Sexual Assault

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

Drug and Alcohol Policy

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

Alcohol

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

Drugs

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

Services and Activities

Student Success Center

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

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

Professional Development enhances the skills students need to be successful in college and beyond. Support is provided to promote personal and professional success, increase student involvement in the college experience by promoting involvement in professional activities, act as liaison for student referrals and information to internal and external resources, and collaborate with faculty on student issues. A student mentoring program is provided to enhance professionalism and help in connecting and building relationships with other students.

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

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

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

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

Writing Center

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

Student Health Services

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.

Academic Advisement

Bryan College of Health Sciences offers academic advising to all students from new student registration until graduation.

1. To assist students in meeting educational
2. Promote Professionalism
3. Promote Strengths
4. Navigate Path to Degree Completion

Housing

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

Services for Students with Disabilities

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

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

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

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

Library

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

Simulation and Skills Laboratories

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

Distance Education

Bryan College of Health Sciences offers the option of taking courses in a more flexible environment in 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 (402-481-8065) or by email at deb.maeder@bryanhealthcollege.edu.

Philosophy

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

Program Integration and Quality Assurance

Distance Education is fully integrated into many programs offered by the college. Courses are available as wholly 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.

Student Services Availability for the Student at a Distance

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

Student Responsibilities and Expectations

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

Minimum Requirements for Computer Hardware and Equipment

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

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

Device Type	PC Desktop/Laptop	Apple Desktop/Laptop
	Bandwidth: 6.0 Mbps or higher	Bandwidth: 6.0 Mbps or higher

Science Laboratory

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

Student Organizations
Action for Students (AFS)

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

Bryan Student Nurses' Association (BSNA)

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

American Red Cross

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

Biomedical Sciences Club

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

Caring with Christ

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

Health Promotion Organization

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

Diversity Club

This organization is open to all students and its mission is to educate, advocate and promote awareness of our diverse College and community through a supportive network.

Bryan College of Health Sciences Student Government Association

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

Degrees
Anesthesia

Doctor of Nurse Anesthesia (D) Program Description

Bryan College of Health Sciences offers a 36-month program for Registered Nurses leading to a Doctor of Nurse Anesthesia Practice (DNAP) that is unique to Nebraska and the region. This two-phase program combines coursework in science, anesthetic principles and health care policy with hands-on clinical practice that begins early in the curriculum. Evidence based practice, informatics and professional leadership principles are integrated throughout the curriculum.

A cohort begins the program in May of each year and all students in the cohort are enrolled in a full time status. The program is offered primarily in a face-to-face format, with selected courses offered in a hybrid format or online format (see Curriculum below). The courses delivered in the hybrid format combine face-to-face class sessions with online and independent learning.

Phase I and II

The curriculum design of the Doctor of Nurse Anesthesia Practice program is organized around a series of educational goals explored through two distinct phases and culminating with the Capstone project. Phase I of the program begins in the summer semester and is comprised of twelve months of classroom study and clinical practice—including training on the state-of-the-art Human Patient Simulator that allows students to develop critical thinking while they hone their psychomotor skills. A theoretic basis for evidence based practice and clinical leadership is established with the Phase I coursework. Professional role development and an understanding of the healthcare delivery system are facilitated with coursework in leadership and health systems policy. The student will begin an observational experience in the clinical area early in the curriculum during the Principles of Anesthesia Practice II course. This allows the student to begin to integrate didactic knowledge with clinical performance.

In Phase II of the program, students engage in more active clinical practice and are mentored in the application of evidenced based practice and clinical leadership. This 24-month component of the program includes a series of four Advanced Principles of Anesthesia courses and encourages students' development of their practice inquiry skills through the conduct of the Capstone project. The final semester includes a Professional Practice course which is designed to assist the student in the application of ethical reasoning and intraprofessional collaboration. A Synthesis course is designed to assist the student in the integration of basic sciences into anesthesia practice.

Students must be flexible, highly motivated, autonomous learners who can remain disciplined and focused during this rigorous graduate program. Students can expect to spend 50 to 60 hours per week in meeting the didactic and clinical demands of the program.

At graduation, students who have completed this intensive, collaborative program receive a Doctor of Nurse Anesthesia Practice from Bryan College of Health Sciences. Graduates are eligible to take the National Certification Exam (NCE administered by the National Board of Certification & Recertification of Nurse Anesthetists. With a passing score on the NCE, the graduate will earn the designation of Certified Registered Nurse Anesthetist (CRNA).

Type: Doctorate

Total credits:	**86**

Healthcare Management

Healthcare Management Program Description

Bryan College of Health Sciences offers a graduate Certificate in Healthcare Management. The program is a 13 credit- hour course of study.

The Healthcare Management Certificate prepares the student to apply management principles, including leadership and management skills, in the healthcare setting. The program consists of 12-credit hours of online management courses and a one-credit field experience. The program can be completed part-time and is designed for completion in two years or less. Courses are offered at both the graduate and undergraduate level, making the program appropriate for those with Associate degrees as well as Baccalaureate degrees.

Philosophy Statement for Healthcare Management Certificate

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.

Learning Outcomes

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

1. Integrate the theories, concepts and skills of management into the healthcare setting.
2. Incorporate established principles and guidelines of human resources management into managing in the healthcare setting.
3. Role model legal and ethical healthcare management.
4. Analyze the impact of healthcare economics on the healthcare industry and the healthcare consumer.
5. Refine decision making skills related to healthcare finance and budgeting within the healthcare manager's role.

Application Deadlines

Applications are accepted through August 1 for the fall entry, December 1 for spring entry, and April 1 for summer entry.

Admission Requirements

Each individual who applies for admission to the graduate Healthcare Management Certificate program is evaluated in terms of the following criteria:

- Baccalaureate degree from an accredited institution in a healthcare related field
- Cumulative GPA of a 2.5 on a 4.0 scale for college coursework
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 PBT, or 79iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058).

Type: Graduate Certificate

Item #	Title	Credits
ECON704	Healthcare Economics	3
MGMT702	Human Resource Management	3
MGMT703	Healthcare Finance and Budgeting	3
MGMT705	Legal Issues in Healthcare Management	3
MGMT710	Healthcare Management Field Experience	1
MGMT712	Healthcare Marketing	3
MGMT715	Healthcare Quality	3
	Total credits:	**19**

Nursing

Education Doctorate with an Emphasis in Nursing and Health Professions Education (D)
Area of Emphasis
Emphasis in Nursing and Health Professions Education

Student Population
Master's prepared nurses or master's prepared health professionals

Delivery Format
Online with synchronous video meetings in the courses.

Credits
Minimum of 54 credits

Prerequisites

The program seeks to assure equity in student readiness for the doctoral coursework and attainment of program outcomes. Students must show evidence of coursework in the following areas either from a previous master's degree, transfer credit, enrollment in BCHS courses, portfolio process (limited to 9 credits), or current select professional certifications such as Certified Nurse Educator or by incorporating the coursework into their plan of study prior to taking the doctoral level courses.

Graduate study in the following content areas are prerequisite to doctoral courses. A distinct course for each content area is not required; the content may be integrated within one or more courses.

- Research methods
- Parametric and nonparametric statistics
- Teaching strategies
- Curriculum
- Assessment

Program Purpose Statement

The education doctorate (EdD) with emphasis in nursing and health professions education develops educators to assume multiple leadership roles in a variety of settings. Graduate proficiencies will include scholarly inquiry and the utilization of innovative decision making based on current evidence to create proactive solutions to contemporary problems. Collaboration and planned partnerships are essential elements in maximizing educator effectiveness. The program provides learning opportunities that challenge students and promote achievement of their own potential.

Program Outcomes

Upon completion of the EdD with emphasis in nursing and health professions education, graduates will be able to:

1. Create educated solutions to contemporary issues in healthcare education.
2. Initiate and manage change in educational environments
3. Integrate legal, ethical and diversity considerations into practice and policy decisions
4. Contribute to the body of knowledge through systematic inquiry and dissemination
5. Provide leadership for educational issues utilizing applicable theories, global perspectives and available evidence

Admission Requirements

The doctor of education program admits students twice a year. To be considered for admission, applicants must submit the completed Education Doctorate application and all required materials by the delineated deadline.

Each applicant to the EdD with an area of emphasis in nursing and health professions education program will be evaluated for admission based on the following criteria:

- Completed Education Doctorate application which includes:
    - Narrative explanation (not to exceed three pages)of applicant's professional goals, how the degree will help attain the goals, how the applicant's professional goals are compatible with the program purpose statement and program outcomes, and potential research topics of interest
- Master's degree with major in nursing, health professions, or related field from a regionally accredited institution with nursing program accreditation and, if applicable, speciality accreditation
- GPA of 3.0 on a 4.0 scale in master's program
- Current, unencumbered license in nursing (RN) or health professions field if required in applicant's state of residence
- Official college transcripts from graduating institutions and transfer credits
- Two professional references; one from applicant's graduate program faculty and one from applicant's employer/supervisor. Reference from the applicant's nursing or health professions employer is strongly recommended. Two employer references may be used by those whose graduation date was more than five years ago.
- Applicants for whom English is a learned language are required to take the Test of English as a Foreign Language (TOEFL) proficiency exam and score of 550

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

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Academic Policies
Credit for Prior Learning

Students must be accepted for admission to a program and have permission from the Program Director/Dean to obtain credit for previous learning. Previous learning will be demonstrated through a portfolio that explains how course outcomes have been met via previous experiential learning and includes supportive evidence. No more than nine credits of a degree may be earned via credit for prior learning.

Portfolio Criteria

A portfolio of evidence of prior learning must include:

- Face page with student's name and course for which the waiver is requested
- Resume or Curriculum Vitae
- Copy of the course syllabus
- An narrative of how the applicant has met each of the course outcomes via previous learning and experience
- Supportive evidence as determined by course faculty

Transfer Credit

Graduate level courses may be transferred to apply toward some degrees. (See individual program requirements.) Students requesting credit for courses taken at other institutions must have those courses evaluated. The request for transfer must be discussed with and approved by the program director and the student's advisor and/or advisory committee.

Criteria for transfer courses:

Only courses for which the student has earned at least a B (or the equivalent of a B) will be considered for transfer credit.

- Courses must be comparable in content and rigor to the Bryan courses they would replace.
- Courses must have been taken at a regionally accredited academic institution or evaluated by an acceptable evaluation agency if taken outside the United States. Acceptable evaluation agencies include Educational Credential Evaluators (Catalog Match Evaluation) or World Education Services.
- Nursing courses must have been taken at an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Accreditation (CCNE) accredited institution.
- Official transcripts must be received by Records and Registration.
- Students may be required to provide catalog course descriptions and/or course syllabi for the requested courses.

Plan of Study

Upon acceptance to a graduate nursing program, the student and advisor will develop a plan of study to meet the degree requirements. The student and advisor share joint responsibility for progression through the program and attainment of degree requirements. The degree must be completed within seven years of matriculation into the program as delineated in the Maximum Length of Time to Degree Completion policy.

Dissertation Continuous Enrollment

After admission to candidacy, students must register for at least one credit per academic term until the doctoral degree has been conferred.

Practicum Credit Hour Definition

1 credit = 45 clock hours

Type: Doctorate

Total credits:	**54**

Post-Master's In Nursing Certificates Program Description

Bryan College of Health Sciences offers two Post-Master's in Nursing (Post-MSN) Certificates: one in Nursing Education and one in Nursing Leadership. Each certificate is a 17 credit hour course of study including two practica.

The Post-MSN Certificates are distance programs that provide synchronous video meetings and independent learning opportunities. The Nurse Educator track prepares

graduates for teaching positions in academia, staff development, patient education, and continuing education. The Nursing Leadership track prepares graduates for multiple roles in management, administration, and leadership. Certificate students will integrate into courses with students who are working toward their MSN.

This program prepares the graduate to apply management principles including leadership and management skills in the healthcare setting. The Certificate in Healthcare Management program consists 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.

Admission Requirements

Each individual who applies for admission to the Post-Master's in Nursing graduate certificate program is evaluated according to the following criteria:

- MSN from a program with accreditation from ACEN, CCNE, or CNEA
- GPA of 3.0 on a 4.0 scale in MSN
- Official college transcripts from MSN program
- Current, unencumbered license as a professional registered nurse
- Two professional references: Prefer one from applicant's MSN program faculty and one from applicant's supervisor
- Statement of your professional goals for attaining this certificate. Not to exceed one page.

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

At-large Course Limit

Students may apply up to three courses, nine credits, taken at-large to post-MSN certificates.

Time to Certificate Completion

Post-MSN certificates must be completed within four years of admission.

Residency

All certificate coursework must be taken at Bryan College of Health Sciences.

Curriculum

The coursework for the Post-MSN Certificates is delineated below.

Type: Graduate Certificate

Nursing Education

Item #	Title	Credits
NURS727	Teaching and Learning Strategies	3
NURS730	Teaching Practicum I	1
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3
NURS755	Clinical Teaching and Learning	3
NURS757	Teaching Practicum II	1
NURS775	Curriculum Development and Program Planning	3
NURS780	Assessment and Evaluation in Education	3

Nursing Leadership

Item #	Title	Credits
NURS734	Organizational Systems, Leadership, and Structure	3
NURS747	Power, Politics, and Interprofessionalism	3
NURS742	Financial Management	3
NURS745	Leadership Practicum I	1
NURS762	Human Resource Management in Healthcare	3
NURS782	Strategic Planning	3
NURS788	Leadership Practicum II	1
	Total credits:	**17**

Nursing Education (MSN)
Program Description

Bryan College of Health Sciences offers a 36-credit Master of Science for registered nurses. Two tracks are offered: Nursing Education and Nursing Leadership. The Nurse Educator track prepares graduates for teaching positions in academia, staff development, patient education, and continuing education. The Nursing Leadership track prepares graduates for multiple roles in management, administration, and leadership. The program is offered in distance format which combines synchronous video class sessions with online and independent learning. The program can be completed in 2 years of study, including summers. Students may apply and enter the program in summer and fall semesters as program capacity allows.

Two entry options are offered: one for RNs holding a bachelors in nursing and one for practicing RNs who hold a non- nursing bachelor's degree.

RN-MSN: Applicants applying via the RN-MSN option select a specialty track at the time of application. Students must complete the RN-MSN bridge courses and a minimum of one year of RN practice prior to beginning MSN coursework. A BSN is not awarded.

MSN bridge courses:

NURS480 RN-MSN Transition   3 credit hours
NURS405RN Community-Based Nursing 5 credit hours

MSN Program Philosophy

Nursing is an art and a science: the embodiment of caring. Nursing consists of a unique and integrated body of knowledge and requires multiple ways of thinking and reasoning. Nursing addresses holistic human responses to promote optimal health. Nurses function as part of the interprofessional team to provide high quality, safe, holistic care to their clients. Nursing requires commitment and responsibility to a diverse society and to the profession.

Learning is a lifelong endeavor that results in perpetual evolution of thinking, insight, attitude, and behavior. Education is a shared venture between students and faculty in which both embrace learning as change. Students are responsible to uphold the highest level of integrity and practice standards and demonstrate commitment to self-direction, independence of thought and creativity. Faculty craft an intellectually challenging environment in which they facilitate learning, support student learning goals, and role model excellence in education and nursing practice.

Graduate nursing education emphasizes inquiry as a constant that is integral to advancement of nursing practice. Engagement in systematic inquiry using traditional research methods, available evidence, contemporary technology, and information systems is an essential component of nursing education scholarship and leadership. Graduate nursing education provides the foundation to assume a variety of specialized roles in teaching and leadership in nursing.

Nursing education is a specialty area of nursing practice that requires a unique blend of clinical and educational excellence. Nurse educators use their expertise to facilitate learning in classroom environments as well as practice settings. Nurse educators assist students to correlate theoretical concepts to real time events to solve client issues.

Nursing leadership is a specialty area of nursing practice that requires a unique blend of expertise in nursing and the business of healthcare. As members of interprofessional teams, nurse leaders facilitate innovative solutions in the provision of care within healthcare systems. Nursing leaders shape safe, healthy, and fiscally sound systems through creative application of theoretical principles.

Program Outcomes

Upon completion of the Master of Science in Nursing program, graduates will be able to:

1. Initiate evidence based solutions focused on addressing needs in professional practice.
2. Engage interprofessional teams to promote innovative solutions within healthcare.
3. Integrate principles of diversity into professional nursing practice.
4. Employ change theory in planning, implementing, evaluating, and revising systems that meet contemporary and emerging needs.
5. Integrate legal and ethical considerations into the practice of nursing.
6. Demonstrate proficiency at analyzing and using evidence in nursing practice.
7. Assimilate the multiple roles of advanced nursing practice within the context of the practice setting.

Admission Requirements

The graduate nursing programs admit students twice per year. To be considered for admission, applicants must submit the completed Graduate Nursing application by the delineated deadline.

Each applicant to the MSN program will be evaluated for admission based on the following criteria:

- Completed MSN application
- Official college transcripts from graduating institutions
- Baccalaureate in nursing from a regionally accredited program with ACEN, CCNE, or CNEA accreditation or,
    - RN-MSN applicants:
        - Associate or Diploma in nursing from a program with ACEN, CCNE, or CNEA accreditation and
        - Baccalaureate degree in non-nursing field from a regionally accredited institution.
- GPA of 3.0 on a 4.0 scale in RN program. GPAs under 3.0 may be considered for provisional admission.
- Current, unencumbered license as a professional registered nurse (RN) in Nebraska, or the state where practica will occur
- Two professional references; one from applicant's RN program faculty and one from applicant's nursing or healthcare employer/supervisor . Two employer references may be used by those whose graduation date was more than five years ago.

- RN-MSN applicants must have documentation of a minimum of one year of practice as a registered nurse prior to beginning the master's level coursework. The practice requirement may occur concurrent with the bachelor's level coursework.
- Applicants for whom English is a learned language are required to take the Test of English as a Foreign Language (TOEFL) proficiency exam and score of 550 PBT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058).

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Academic Policies
Transfer Credit

A maximum of nine credit hours may be accepted for transfer toward any graduate nursing degree. Students requesting credit for courses taken at other institutions must have those courses evaluated. The request for transfer must be approved by the program dean/director and the student's advisor.

- Criteria for transfer courses:
- Only courses for which the student has earned at least a B (or the equivalent of a B) will be considered for transfer credit.
- Courses must have been taken at a regionally accredited academic institution.
- Nursing courses must have been taken at an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Accreditation (CCNE) accredited institution.
- Official transcripts must be received by Records and Registration.
- Students may be required to provide catalog course descriptions and/or course syllabi for the requested courses.

Credit for Prior Learning

Students must be accepted for admission to a program and have permission from the program dean/director to obtain credit for previous learning. Previous learning will be demonstrated through a portfolio that explains how course outcomes have been met via previous experiential learning and includes supportive evidence. No more than nine credits of a degree may be earned via credit for prior learning.

Portfolio Criteria

A portfolio of evidence of prior learning must include:

- Face page with student's name and course for which the waiver is requested
- Resume or Curriculum Vitae
- Copy of the course syllabus
- An narrative of how the applicant has met each of the course outcomes via previous learning and experience
- Supportive evidence as determined by course faculty

Plan of Study

Upon acceptance to a graduate nursing program, the student and advisor will develop a plan of study to meet the degree requirements. The student and advisor share joint responsibility for progression through the program and attainment of degree requirements.

MSN Practicum Credit Hour Definition

1 credit = 45 clock hours

Type: Master of Science

Total credits:	36

Nursing Leadership (MSN)
Program Description

Bryan College of Health Sciences offers a 36-credit Master of Science for registered nurses. Two tracks are offered: Nursing Education and Nursing Leadership. The Nurse Educator track prepares graduates for teaching positions in academia, staff development, patient education, and continuing education. The Nursing Leadership track prepares graduates for multiple roles in management, administration, and leadership. The program is offered in distance format which combines synchronous video class sessions with online and independent learning. The program can be completed in 2 years of study, including summers. Students may apply and enter the program in summer and fall semesters as program capacity allows.

Two entry options are offered: one for RNs holding a bachelors in nursing and one for practicing RNs who hold a non- nursing bachelor's degree.

RN-MSN: Applicants applying via the RN-MSN option select a specialty track at the time of application. Students must complete the RN-MSN bridge courses and a minimum of one year of RN practice prior to beginning MSN coursework. A BSN is not awarded.

MSN bridge courses:

- NURS480 RN-MSN Transition 3 credit hours
- NURS405RN Community-Based Nursing 5 credit hours

MSN Program Philosophy

Nursing is an art and a science: the embodiment of caring. Nursing consists of a unique and integrated body of knowledge and requires multiple ways of thinking and reasoning. Nursing addresses holistic human responses to promote optimal health. Nurses function as part of the interprofessional team to provide high quality, safe, holistic care to their clients. Nursing requires commitment and responsibility to a diverse society and to the profession.

Learning is a lifelong endeavor that results in perpetual evolution of thinking, insight, attitude, and behavior. Education is a shared venture between students and faculty in which both embrace learning as change. Students are responsible to uphold the highest level of integrity and practice standards and demonstrate commitment to self-direction, independence of thought and creativity. Faculty craft an intellectually challenging environment in which they facilitate learning, support student learning goals, and role model excellence in education and nursing practice.

Graduate nursing education emphasizes inquiry as a constant that is integral to advancement of nursing practice. Engagement in systematic inquiry using traditional research methods, available evidence, contemporary technology, and information systems is an essential component of nursing education scholarship and leadership. Graduate nursing education provides the foundation to assume a variety of specialized roles in teaching and leadership in nursing.

Nursing education is a specialty area of nursing practice that requires a unique blend of clinical and educational excellence. Nurse educators use their expertise to facilitate learning in classroom environments as well as practice settings. Nurse educators assist students to correlate theoretical concepts to real time events to solve client issues.

Nursing leadership is a specialty area of nursing practice that requires a unique blend of expertise in nursing and the business of healthcare. As members of interprofessional teams, nurse leaders facilitate innovative solutions in the provision of care within healthcare systems. Nursing leaders shape safe, healthy, and fiscally sound systems through creative application of theoretical principles.

Program Outcomes

Upon completion of the Master of Science in Nursing program, graduates will be able to:

1. Initiate evidence based solutions focused on addressing needs in professional practice.
2. Engage interprofessional teams to promote innovative solutions within healthcare.
3. Integrate principles of diversity into professional nursing practice.
4. Employ change theory in planning, implementing, evaluating, and revising systems that meet contemporary and emerging needs.
5. Integrate legal and ethical considerations into the practice of nursing.
6. Demonstrate proficiency at analyzing and using evidence in nursing practice.
7. Assimilate the multiple roles of advanced nursing practice within the context of the practice setting.

Admission Requirements

The graduate nursing programs admit students twice per year. To be considered for admission, applicants must submit the completed Graduate Nursing application by the delineated deadline.

Each applicant to the MSN program will be evaluated for admission based on the following criteria:

- Completed MSN application
- Official college transcripts from graduating institutions
- Baccalaureate in nursing from a regionally accredited program with ACEN, CCNE, or CNEA accreditation or,
  - RN-MSN applicants:
    - Associate or Diploma in nursing from a program with ACEN, CCNE, or CNEA accreditation and
    - Baccalaureate degree in non-nursing field from a regionally accredited institution.
- GPA of 3.0 on a 4.0 scale in RN program. GPAs under 3.0 may be considered for provisional admission.
- Current, unencumbered license as a professional registered nurse (RN) in Nebraska, or the state where practica will occur
- Two professional references; one from applicant's RN program faculty and one from applicant's nursing or healthcare employer/supervisor . Two employer references may be used by those whose graduation date was more than five years ago.
- RN-MSN applicants must have documentation of a minimum of one year of practice as a registered nurse

prior to beginning the master's level coursework. The practice requirement may occur concurrent with the bachelor's level coursework.

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

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Academic Policies
Transfer Credit

A maximum of nine credit hours may be accepted for transfer toward any graduate nursing degree. Students requesting credit for courses taken at other institutions must have those courses evaluated. The request for transfer must be approved by the program dean/director and the student's advisor.

- Criteria for transfer courses:
- Only courses for which the student has earned at least a B (or the equivalent of a B) will be considered for transfer credit.
- Courses must have been taken at a regionally accredited academic institution.
- Nursing courses must have been taken at an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Accreditation (CCNE) accredited institution.
- Official transcripts must be received by Records and Registration.
- Students may be required to provide catalog course descriptions and/or course syllabi for the requested courses.

Credit for Prior Learning

Students must be accepted for admission to a program and have permission from the program dean/director to obtain credit for previous learning. Previous learning will be demonstrated through a portfolio that explains how course outcomes have been met via previous experiential learning and includes supportive evidence. No more than nine credits of a degree may be earned via credit for prior learning.

Portfolio Criteria

A portfolio of evidence of prior learning must include:

- Face page with student's name and course for which the waiver is requested
- Resume or Curriculum Vitae
- Copy of the course syllabus
- An narrative of how the applicant has met each of the course outcomes via previous learning and experience
- Supportive evidence as determined by course faculty

Plan of Study

Upon acceptance to a graduate nursing program, the student and advisor will develop a plan of study to meet the degree requirements. The student and advisor share joint responsibility for progression through the program and attainment of degree requirements.

MSN Practicum Credit Hour Definition

1 credit = 45 clock hours

Type: Master of Science

Total credits:	**36**

RN-MSN Entry Option (MSN)
Program Description

Bryan College of Health Sciences offers a 36-credit Master of Science for registered nurses. Two tracks are offered: Nursing Education and Nursing Leadership. The Nurse Educator track prepares graduates for teaching positions in academia, staff development, patient education, and continuing education. The Nursing Leadership track prepares graduates for multiple roles in management, administration, and leadership. The program is offered in distance format which combines synchronous video class sessions with online and independent learning. The program can be completed in 2 years of study, including summers. Students may apply and enter the program in summer and fall semesters as program capacity allows.

Two entry options are offered: one for RNs holding a bachelors in nursing and one for practicing RNs who hold a non- nursing bachelor's degree.

RN-MSN: Applicants applying via the RN-MSN option select a specialty track at the time of application. Students must

complete the RN-MSN bridge courses and a minimum of one year of RN practice prior to beginning MSN coursework. A BSN is not awarded.

MSN bridge courses:

- NURS480 RN-MSN Transition 3 credit hours
- NURS405RN Community-Based Nursing 5 credit hours

MSN Program Philosophy

Nursing is an art and a science: the embodiment of caring. Nursing consists of a unique and integrated body of knowledge and requires multiple ways of thinking and reasoning. Nursing addresses holistic human responses to promote optimal health. Nurses function as part of the interprofessional team to provide high quality, safe, holistic care to their clients. Nursing requires commitment and responsibility to a diverse society and to the profession.

Learning is a lifelong endeavor that results in perpetual evolution of thinking, insight, attitude, and behavior. Education is a shared venture between students and faculty in which both embrace learning as change. Students are responsible to uphold the highest level of integrity and practice standards and demonstrate commitment to self-direction, independence of thought and creativity. Faculty craft an intellectually challenging environment in which they facilitate learning, support student learning goals, and role model excellence in education and nursing practice.

Graduate nursing education emphasizes inquiry as a constant that is integral to advancement of nursing practice. Engagement in systematic inquiry using traditional research methods, available evidence, contemporary technology, and information systems is an essential component of nursing education scholarship and leadership. Graduate nursing education provides the foundation to assume a variety of specialized roles in teaching and leadership in nursing.

Nursing education is a specialty area of nursing practice that requires a unique blend of clinical and educational excellence. Nurse educators use their expertise to facilitate learning in classroom environments as well as practice settings. Nurse educators assist students to correlate theoretical concepts to real time events to solve client issues.

Nursing leadership is a specialty area of nursing practice that requires a unique blend of expertise in nursing and the business of healthcare. As members of interprofessional teams, nurse leaders facilitate innovative solutions in the provision of care within healthcare systems. Nursing leaders shape safe, healthy, and fiscally sound systems through creative application of theoretical principles.

Program Outcomes

Upon completion of the Master of Science in Nursing program, graduates will be able to:

1. Initiate evidence based solutions focused on addressing needs in professional practice.
2. Engage interprofessional teams to promote innovative solutions within healthcare.
3. Integrate principles of diversity into professional nursing practice.
4. Employ change theory in planning, implementing, evaluating, and revising systems that meet contemporary and emerging needs.
5. Integrate legal and ethical considerations into the practice of nursing.
6. Demonstrate proficiency at analyzing and using evidence in nursing practice.
7. Assimilate the multiple roles of advanced nursing practice within the context of the practice setting.

Admission Requirements

The graduate nursing programs admit students twice per year. To be considered for admission, applicants must submit the completed Graduate Nursing application by the delineated deadline.

Each applicant to the MSN program will be evaluated for admission based on the following criteria:

- Completed MSN application
- Official college transcripts from graduating institutions
- Baccalaureate in nursing from a regionally accredited program with ACEN, CCNE, or CNEA accreditation or,
  - RN-MSN applicants:
    - Associate or Diploma in nursing from a program with ACEN, CCNE, or CNEA accreditation and
    - Baccalaureate degree in non-nursing field from a regionally accredited institution.
- GPA of 3.0 on a 4.0 scale in RN program. GPAs under 3.0 may be considered for provisional admission.
- Current, unencumbered license as a professional registered nurse (RN) in Nebraska, or the state where practica will occur
- Two professional references; one from applicant's RN program faculty and one from applicant's nursing or healthcare employer/supervisor . Two employer references may be used by those whose graduation date was more than five years ago.
- RN-MSN applicants must have documentation of a minimum of one year of practice as a registered nurse prior to beginning the master's level coursework. The practice requirement may occur concurrent with the bachelor's level coursework.

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

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Academic Policies
Transfer Credit
A maximum of nine credit hours may be accepted for transfer toward any graduate nursing degree. Students requesting credit for courses taken at other institutions must have those courses evaluated. The request for transfer must be approved by the program dean/director and the student's advisor.

- Criteria for transfer courses:
- Only courses for which the student has earned at least a B (or the equivalent of a B) will be considered for transfer credit.
- Courses must have been taken at a regionally accredited academic institution.
- Nursing courses must have been taken at an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Accreditation (CCNE) accredited institution.
- Official transcripts must be received by Records and Registration.
- Students may be required to provide catalog course descriptions and/or course syllabi for the requested courses.

Credit for Prior Learning
Students must be accepted for admission to a program and have permission from the program dean/director to obtain credit for previous learning. Previous learning will be demonstrated through a portfolio that explains how course outcomes have been met via previous experiential learning

and includes supportive evidence. No more than nine credits of a degree may be earned via credit for prior learning.

Portfolio Criteria
A portfolio of evidence of prior learning must include:

- Face page with student's name and course for which the waiver is requested
- Resume or Curriculum Vitae
- Copy of the course syllabus
- An narrative of how the applicant has met each of the course outcomes via previous learning and experience
- Supportive evidence as determined by course faculty

Plan of Study
Upon acceptance to a graduate nursing program, the student and advisor will develop a plan of study to meet the degree requirements. The student and advisor share joint responsibility for progression through the program and attainment of degree requirements.

MSN Practicum Credit Hour Definition
1 credit = 45 clock hours

Type: Master of Science

Total credits:	**44**

Simulation Education

Simulation Education
Program Description

Bryan College of Health Sciences offers a Simulation Education Graduate Certificate. The program is a 9 credit-hour course of study.

The Simulation Education Graduate Certificate is an online program, which allows for asynchronous learning opportunities. Each course in the certificate program runs over a 10-week period of time. Students must have access to a patient simulator, computer and internet; and possess word processing abilities. Basic computer skills are an inherent requirement for the certificate program. Additional information about computer skills and hardware/software requirements can be found in the Academic and Administrative section of the Catalog.

Admission Requirements

Each individual who applies for admission to the Simulation Education graduate certificate program is evaluated in terms of the following criteria:

- Baccalaureate degree from an accredited institution in a healthcare related field
- Cumulative GPA of a 3.0 on a 4.0 scale for baccalaureate coursework, or graduate GPA if applicant has earned a graduate degree
- Two years clinical experience preferred
- Teaching experience preferred
- References: Two professional
- Applicants for whom English is a learned language are required to take the Test of English as a Foreign Language (TOEFL) proficiency exam and score of 550 PBT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Time to Completion

The three courses in the Simulation Certificate course of study must be completed within a two year time frame.

Certificate Program Philosophy Statement

The Faculty of Bryan College of Health Sciences, Graduate Certificate programs, believes that:

Graduate level certificate programs are designed to provide a method for individuals to develop skills and knowledge in specialized areas that are not covered in-depth in 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, but still provide them with a rigorous process of inquiry, application, and analysis.

The educational process for the graduate certificates is conducted as a shared responsibility between student and faculty. Students must be intensely committed to achieving their goals through a consistent demonstration of inquire, 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.

Learning Objectives

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

1. Integrate the theories, concepts and skills of patient simulation education within any academic or healthcare setting.
2. Facilitate patient simulation activities according to established principles and guidelines of currently identified best practice.
3. Increase scholarship and/or leadership skills in the area of simulation education.
4. Analyze the impact of patient simulation use on outcomes of student learning and/or patient care outcomes.

Type: Graduate Certificate

Item #	Title	Credits
SIML810	Setting the Stage for Simulation	3
SIML810X	Setting the Stage for Simulation	
SIML820	Using Simulation to Facilitate Learning	3
SIML820X	Using Simulation to Facilitate Learning	
SIML830	Simulation Education Capstone	3
SIML830X	Simulation Education Capstone	
	Total credits:	**9**

Course Descriptions
Doctor of Education

EDUC815: Teaching and Learning Theories
Students will undertake in-depth exploration of teaching and learning theories. Course assignments provide opportunity to demonstrate understanding of theories and their application in practice.
Credits: 3

EDUC920: Educational Administration
Administration of academic institutions and programs is the focus of this course. Principles of leadership, resource management, and fiscal and strategic planning are addressed. Students will delve into administrative roles from department chair through governing boards and building of collaborative relationships with internal and external constituents. Concepts will be addressed in light of contemporary political, economic, and social environmental influences.
Credits: 3

EDUC925: Qualitative Methods
Qualitative methods of research are the primary focus of the course. Principles of qualitative inquiry, including design, data collection, and analysis for the traditional qualitative approaches are addressed. Opportunities to execute more advanced quantitative methods are included.
Credits: 3
Prerequisites:
NURS810 Research Methods I (or equivalent graduate level quantitative research methods) and graduate level statistics.

EDUC940: Legal Issues in Healthcare Education
Students will examine legal issues, statutes, and regulations within the context of healthcare education. The course will address a wide range of concepts that have potential legal ramifications related to administration, faculty, and students.
Credits: 3

EDUC945: Writing for Grants and Publication
This course is designed to prepare students to develop abstracts for presentation, manuscripts for publication, and grant proposals. Experiences include seeking grants appropriate for students' respective institutions and prospective publication venues for scholarly manuscripts. Grant project management will also be addressed.
Credits: 3
Prerequisites:
EDUC815 Teaching and Learning Theories; EDUC925 Qualitative Methods; NURS821 Leadership; NURS823 Health Systems Policy.

EDUC960: Educational Practice Seminar
This course engages students in evaluation of evidence based educational practice. Students will collaborate to examine current practice and explore contemporary strategies to facilitate effective teaching and learning.
Credits: 3
Prerequisites:
EDUC815 Teaching and Learning Theories;EDUC920 Educational Administration; EDUC925 Qualitative Methods; EDUC940 Legal Issues in Healthcare; NURS821 Leadership; NURS823 Health Systems Policy; NURS830 The Professoriate; and master'92s level teaching core.

EDUC965: Education Practicum
In this practice-based course, students will work with an educator or administrator in an educational setting. Students will participate in design, implementation, and evaluation of educational activities or programs.
Credits: 2
Prerequisites:
EDUC815 Teaching and Learning Theories; EDUC920 Educational Administration; EDUC925 Qualitative Methods; EDUC940 Legal Issues in Healthcare; NURS821 Leadership; NURS823 Health Systems Policy; NURS830 The Professoriate; EDUC815 Teaching and Learning Theories; and master'92s level teaching core.

EDUC970: Dissertation Literature Review
This course is designed to assist the student in selecting and narrowing a topic for the dissertation. Students will conduct an extensive review of research literature on a selected topic in healthcare education. Students will engage in comparative analysis of available research literature and derive conclusions for practice and recommendations for further study
Credits: 4
Prerequisites:
EDUC815 Teaching and Learning Theories; EDUC920 Educational Administration; EDUC925 Qualitative Methods; EDUC940 Legal Issues in Healthcare; NURS821 Leadership; NURS823 Health Systems Policy; NURS830 The Professoriate; NURS935 Contemporary Issues and Diversity in Education; EDUC965 Education Practicum; and master'92s level teaching core.

EDUC981: Research Proposal

This course prepares the student for identifying a problem statement, writing feasible research questions, reviewing the literature, and preparing the proposal. Students will be prepared to present the research proposal to applicable institutional review boards and to their respective dissertation committees upon completion of the course.
Credits: 4
Prerequisites:
Admission to candidacy.

Co-Requisites:
EDUC945 Writing for Grants and Publication.

EDUC982: Doctoral Seminar I

The doctoral seminar is an interactive venue for information and support with other doctoral students engaged in the dissertation process. In this first of two doctoral seminars students exchange ideas and experiences regarding subject recruitment, data collection, and data analysis related to their specific research questions and designs. The seminar includes interaction with scholars who are experienced in students' research designs and methods.
Credits: 1
Prerequisites:

Co-Requisites:
EDUC981 Research Proposal.

EDUC984: Doctoral Seminar II

The doctoral seminar is an interactive venue for information and support with other doctoral students engaged in the dissertation process. In this second of two doctoral seminars, students exchange ideas and experiences regarding data analysis, reporting of results, and strategies for completion related to their specific research questions and designs. The seminar includes interaction with scholars who are experienced in students' research designs and methods.
Credits: 1
Prerequisites:
EDUC 981 Research Proposal; EDUC 982 Doctoral Seminar I; EDUC990 Dissertation I.
Co-Requisites:
EDUC995 Dissertation II.

EDUC990: Dissertation I

Students will work with their dissertation chair and committee on independent, scholarly research. Dissertation work will focus on IRB approval and participant recruitment processes.
Credits: 4
Prerequisites:
EDUC 981 Research Proposal.
Co-Requisites:
EDUC982 Doctoral Seminar I.

EDUC995: Dissertation II

Students will continue work with their dissertation chair and committee on independent, scholarly research. Dissertation work will focus on participant recruitment, data collection, analysis and interpretation of results..
Credits: 4
Prerequisites:
EDUC 990 Dissertation I
Co-Requisites:
EDUC984 Doctoral Seminar II.

EDUC999: Dissertation III

Students will continue work with their dissertation chair and committee on independent, scholarly research. Dissertation work will focus on reporting and dissemination of results and will culminate in writing the dissertation and successful presentation of the dissertation to the committee.
Credits: 4
Prerequisites:
EDUC995 Dissertation II

Doctor of Nurse Anesthesia Practice

NRAN710: Advanced Physical Assessment

A systems approach to advanced assessment of diverse patient populations. Students will demonstrate history taking, communication techniques, and technical skills to perform complete, systematic physical assessment for acute care settings. Emphasis on the cardiovascular, pulmonary, endocrine, renal, hepatic and neurologic systems; and their relation to the assessment and monitoring of patients in the acute care setting.
Credits: 2
Co-Requisites:
NRAN781 Principles of Anesthesia Practice I.

NRAN722: Chemistry/Physics for Nurse Anesthesia Practice

Lecture and discussion in theoretical and applied principles of chemical and physical principles involved in anesthesia including states and properties of matter; laws governing the behavior of gases; flow and vaporization; oxidation and combustion; and principles of electricity and electrical safety. Course will also cover pertinent areas of biochemistry relative to anesthesia practice and chemical properties and structure-activity relationships for anesthetic accessory and therapeutic drugs.
Credits: 2
Prerequisites:
Admission to DNAP.

NRAN730: Pharmacology for Advanced Nursing Practice

Lecture and discussion focused on increasing the knowledge base of advanced practice nurses in pharmacology and pharmacotherapeutics. Emphasis is on the pharmacotherapeutics for common acute and chronic health problems using prototype drugs within specific drug classifications. General principles, autonomic, cardiovascular, pulmonary, renal, gastrointestinal, central nervous system, endocrine, chemotherapy, and anti-inflammatory drug topics are discussed. Case studies of pathophysiological disorders are discussed, along with the pharmacologic management.
Credits: 3
Prerequisites:
NRAN722 Chemistry/Physics for Nurse Anesthesia Practice; NRAN735 Applied Pharmacology for Nurse Anesthesia Practice; NRAN780 Clinical Physiology.

NRAN735: Applied Pharmacology for Nurse Anesthesia Practice

Lecture and discussion focused on advanced pharmacological concepts in anesthetic administration including pharmacodynamics, pharmacokinetics and toxicology profiles of primary anesthetic agents. Major drug classes include inhalation anesthetics, sedative-hypnotics, narcotic and non-narcotic analgesics, muscle relaxants and local anesthetics. Problem solving applications in the clinical area are utilized especially as they relate to proper drug selection, dose calculation and administration.
Credits: 3
Prerequisites:
NRAN722 Chemistry/Physics for Nurse Anesthesia Practice.
Co-Requisites:
NRAN781 Principles of Anesthesia Practice I.

NRAN762: Advanced Anatomy Lab

Comprehensive review of human cadaver anatomy for nurse anesthesia practice. A systemic approach to examine the relationships and organization of anatomical structures will be utilized. Includes an analysis of the major muscles, skeletal system, internal organs, blood vessels, brain, spinal cord and peripheral nerves. Uses dissected cadavers to study anatomical variations.
Credits: 1

NRAN770: Advanced Anatomy

Provides an intensive study of the major anatomical systems and regions of the body. Although all organ systems will be included, particular emphasis is devoted to the respiratory system, cardiovascular system, and nervous system. Regional topics include the anatomy of the head, neck, vertebral column, thorax, axilla, extremities, and femoral triangle.
Credits: 3
Prerequisites:
Admission to DNAP or Permission of instructor

NRAN780: Clinical Physiology

Lecture and discussion concerning functional activities of the living body in terms of both cellular and systemic functions. The following areas of human physiology are included: general cellular phenomena, hematology, musculoskeletal, cardiovascular, renal, gastrointestinal, respiration, endocrinology, and neurophysiology.
Credits: 4
Prerequisites:
Admission to DNAP or an undergraduate course in mammalian physiology with a B grade or higher within the past 10 years, with permission of instructor.

NRAN781: Principles of Anesthesia Practice I

Lecture and discussion introducing basic principles of patient safety topics. Orientation to safe use and care of contemporary equipment utilized in the clinical practice of anesthesia is introduced. The principles of non-invasive monitoring in the peri-operative period are presented, including standards of practice and problem solving techniques.
Credits: 2
Prerequisites:
NRAN722 Chemistry/Physics for Nurse Anesthesia Practice; NRAN762 Advanced Anatomy Lab; NRAN770 Advanced Anatomy.
Co-Requisites:
NRAN735 Applied Pharmacology for Nursing Anesthesia Practice; NRAN780 Clinical Physiology.

NRAN782: Advanced Pathophysiology

Lecture and discussion focused on primary disease processes of the immune, cardiovascular, respiratory, endocrine, hepatic, neurologic, musculoskeletal and renal systems. The course will focus on pathophysiology, symptoms, and common therapies for disease processes relevant to anesthesia practice.
Credits: 4
Prerequisites:
NRAN762 Advanced Anatomy Lab; NRAN770 Advanced Anatomy; NRAN735 Applied Pharmacology; NRAN780 Clinical Physiology.

NRAN789: Advanced Physical Assessment & Principles of Anesthesia Practice II

Lecture and discussion introducing basic principles of patient safety topics and anesthetic techniques. Standards of nurse anesthesia practice and perioperative advanced physical assessment across the lifespan are included. Concepts pertaining to the development of an anesthetic care plan form the core of the course. Topics include airway management, intravenous fluid and transfusion therapy, patient positioning, fire and electrical safety, and thermal regulation. Basic principles of pediatric and geriatric patient care plans are included. The student is introduced to the clinical setting in an observational role.
Credits: 3
Prerequisites:
NRAN710 Advanced Physical Assessment; NRAN735 Applied Pharmacology for Nurse Anesthesia Practice; NRAN780 Clinical Physiology; NRAN781 Principles of Anesthesia Practice I.
Co-Requisites:
NRAN730 Pharmacology for Advanced Practice Nursing; NRAN782 Advanced Pathophysiology; NRAN794 Regional Anesthesia with Ultrasound Applications.

NRAN790: Basic Principles and Advanced Physical Assessment for Anesthesia

Lecture and discussion introducing basic principles of patient safety topics and anesthetic techniques. Standards of nurse anesthesia practice and perioperative advanced physical assessment across the lifespan are included. Orientation to safe use and care of anesthetic equipment is introduced. Noninvasive monitoring techniques, intravenous fluid and transfusion therapy, and problem solving techniques encompassing the development of an anesthetic care plan form the core of the course. Basic principles of pediatric and geriatric patient care plans are included. The student is introduced to the clinical setting in an observational role.
Credits: 5

NRAN791: Implications of Pathophysiology on Anesthetic Management

Lecture and discussion exploring the impact of common physiologic and pathophysiologic conditions upon the planning and implementation of the anesthetic plan. Alterations in the cardiovascular, respiratory, endocrine, hepatic, neuromuscular, and renal systems will be presented. Normal physiologic changes in pregnancy are included.
Credits: 2
Prerequisites:
NRAN782 Advanced Pathophysiology; NRAN789 Advanced Physical Assessment and Principles of Anesthesia Practice II.
Co-Requisites:
NRAN796 Clinical Practicum Introduction.

NRAN792: Human Patient Simulator Seminar

Small group seminar designed to provide simulated experiences where the student integrates interdisciplinary knowledge, develops critical thinking, and practices psychomotor skills.
Credits: 1
Prerequisites:
Admission to Nurse Anesthesia Program; Phase I courses.

NRAN794: Regional Anesthesia with Ultrasound Applications

Lecture, discussion and demonstration of conductive anesthesia techniques and peripheral nerve blocks. Includes pharmacokinetics of local anesthetics, physiologic response and discussion of pain theory. Demonstration of adjuncts for anatomical placement, including the use of ultrasound techniques.
Credits: 2
Prerequisites:
NRAN735 Applied Pharmacology for Nurse Anesthesia Practice; NRAN762 Advanced Anatomy Lab; NRAN770 Advanced Anatomy.
Co-Requisites:
NRAN789 Advanced Physical Assessment and Principles of Anesthesia Practice II.

NRAN796: Clinical Practicum Introduction

Students will engage in supervised clinical practice that involves introduction to basic anesthesia skills. Emphasis is given to patient assessment, anesthetic planning, airway management and management of patient populations in low risk categories.

Credits: 1
Prerequisites:
NRAN710 Advanced Physical Assessment; NRAN730 Pharmacology for Advanced Practice Nursing; NRAN735 Applied Pharmacology for Nurse Anesthesia Practice; NRAN782 Advanced Pathophysiology; NRAN789 Adv Physical Assessment and Principles of Anesthesia Practice II; NRAN794 Regional Anesthesia with Ultrasound Applications.
Co-Requisites:
NRAN791 Implications of Pathophysiology on Anesthetic Management.

NRAN799: Clinical Case Conference

Students will participate in small group conferences focused on the integration of concepts relative to the practice of nurse anesthesia. An integration of anesthetic concepts with the scientific knowledge base provides the student with a beginning foundation to begin decision-making relative to the holistic care of the patient undergoing an anesthetic.

Credits: 1

NRAN805: Professional Practice I

This course will focus on wellness issues that impact the practitioner, practice environment, and public. Additional topics will include an introduction to professional organizations and the history of nurse anesthesia.

Credits: 1
Prerequisites:
Admission to Nurse Anesthesia Program.

NRAN808: Research Methods I

The course will be focused on concepts and skills necessary for the critical appraisal of a broad range of published research relevant to nurse anesthesia practice. Conceptual understanding of statistical methods and terminology, quantitative and qualitative research methods, and research ethics will be emphasized.

Credits: 3
Prerequisites:
Admission to Nurse Anesthesia Program or permission of instructor.

NRAN812: Research Methods II

The scholarship domains of integration and application are the primary focus on the course. Principles of scholarly skills including critical appraisal of the available research evidence, and synthesis of information from diverse formats and sources in the development of products of integration and application are addressed.

Credits: 3
Prerequisites:
NRAN796 Clinical Practicum Introduction; NRAN808 Research Methods I.

NRAN820: Health Systems Policy

This course will focus on federal and state policy making processes and their influence on anesthesia practice. The impact of public policy on healthcare delivery and financing will be discussed. Strategies for state and federal advocacy will be explored.

Credits: 2
Prerequisites:
NRAN805 Professional Practice I.

NRAN851: Clinical Practicum

Students will engage in supervised clinical practice that involves basic and advanced anesthesia skills. Emphasis is given to patient assessment, anesthetic planning and implementation, airway management, and management of patient populations in all risk categories across the age spectrum. General, regional, and sedation techniques are included.

Credits: 1
Prerequisites:
NRAN796 Clinical Practicum Introduction.
Co-Requisites:
NRAN854 Advanced Principles of Anesthesia I.

NRAN854: Advanced Principles of Anesthesia I

The first in a series of four courses designed to expand upon the knowledge obtained during the Phase I courses. Course work builds on theories and principles taught in the Phase I curriculum and prior clinical experience. Emphasis is placed on the integration of research findings into evidence based clinical practice. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research. Topics include orthopedic, otolaryngology, ophthalmology, urology, gastrointestinal, and ambulatory surgery. Patient cultural variations and the impact upon the anesthetic plan and implementation will be discussed.

Credits: 2
Prerequisites:
NRAN791 Implications of Pathophysiology on Anesthetic Management; NRAN796 Clinical Practicum Introduction.

NRAN855: Advanced Principles of Anesthesia II

The second in a series of four courses designed to expand upon the knowledge obtained during the Phase I courses. Course work builds on theories and principles taught in the Phase I curriculum and prior clinical experience. Emphasis is placed on the integration of research findings into evidence based clinical practice. Topics include cardiac, thoracic, vascular and neurological surgery.

Credits: 4
Prerequisites:
NRAN854 Advanced Principles of Anesthesia I.

NRAN856: Clinical Practicum

Students will engage in supervised clinical practice that involves basic and advanced anesthesia skills. Emphasis is given to patient assessment, anesthetic planning and implementation, airway management, and management of patient populations in all risk categories across the age spectrum. General, regional, and sedation techniques are included.

Credits: 1
Prerequisites:
NRAN851 Clinical Practicum.
Co-Requisites:
NRAN855 Advanced Principles of Anesthesia II.

NRAN857: Clinical Case Conference

Students will participate in small group conferences focused on the integration of concepts relative to the practice of nurse anesthesia. An integration of anesthetic concepts with the scientific knowledge base provides the student with a foundation for decision-making relative to the holistic care of the patient undergoing an anesthetic. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research.

Credits: 1

NRAN859: Pain Theory

Examination of the physiology, pathophysiology, and management of pain. Pain theory will be emphasized including pharmacological interventions. Content related to imaging for interventional therapies, and radiation safety is included. Evaluation of patient support systems including psychosocial aspects will be incorporated. Online course.

Credits: 3
Prerequisites:
NRAN791 Implications of Pathophysiology on Anesthetic Management; NRAN794 Regional Anesthesia with Ultrasound Applications.

NRAN860: Advanced Principles of Anesthesia III

The third in a series of four courses designed to expand upon the knowledge obtained during the Phase I courses. Course work builds on theories and principles taught in the Phase I curriculum and prior clinical experience. Emphasis is placed on the integration of research findings into evidence based clinical practice. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research. Topics include advanced airway techniques, trauma, critical care, and obstetric anesthesia and analgesia.

Credits: 2
Prerequisites:
NRAN855 Advanced Principles of Anesthesia II.

NRAN861: Clinical Practicum

Students will engage in supervised clinical practice that involves basic and advanced anesthesia skills. Emphasis is given to patient assessment, anesthetic planning and implementation, airway management, and management of patient populations in all risk categories across the age spectrum. General, regional, and sedation techniques are included.

Credits: 1
Prerequisites:
NRAN856 Clinical Practicum.
Co-Requisites:
NRAN860 Advanced Principles of Anesthesia III.

NRAN865: Advanced Principles of Anesthesia IV

The fourth in a series of four courses designed to expand upon the knowledge obtained during the Phase I courses. Course work builds on theories and principles taught in the Phase I curriculum and prior clinical experience. Emphasis is placed on the integration of research findings into evidence based clinical practice. Topics include trauma, neonatal, hepatic, organ transplantation, organ retrieval, and burn treatment.

Credits: 4
Prerequisites:
NRAN860 Advanced Principles of Anesthesia III.

NRAN866: Clinical Practicum

Students will engage in supervised clinical practice that involves basic and advanced anesthesia skills. Emphasis is given to patient assessment, anesthetic planning and implementation, airway management, and management of patient populations in all risk categories across the age spectrum. General, regional, and sedation techniques are included.

Credits: 1
Prerequisites:
NRAN861 Clinical Practicum.
Co-Requisites:
NRAN865 Advanced Principles of Anesthesia IV.

NRAN870: Synthesis of Principles of Anesthesia

A comprehensive review and synthesis of the basic sciences related to anesthesia practice with a focus on current trends in anesthesia practice. Anatomy, physiology, chemistry, physics, and pharmacology concepts will be included.
Credits: 4
Prerequisites:
NRAN865 Advanced Principles of Anesthesia IV.

NRAN871: Clinical Practicum

Students will engage in supervised clinical practice that involves basic and advanced anesthesia skills. Emphasis is given to patient assessment, anesthetic planning and implementation, airway management, and management of patient populations in all risk categories across the age spectrum. General, regional, and sedation techniques are included.
Credits: 1
Prerequisites:
NRAN866 Clinical Practicum.
Co-Requisites:
NRAN870 Synthesis of Principles of Anesthesia.

NRAN905: Application of Evidence Based Practice

Application of skills, from research methods and statistics courses, to critical reading of empirical literature on clinical practice. Includes the translation of research into practice, the evaluation of practice, and improvement of nurse anesthesia practice and outcomes. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research.
Credits: 1

NRAN908: Application of Evidence Based Practice

Application of skills, from research methods and statistics courses, to critical reading of empirical literature on clinical practice. Includes the translation of research into practice, the evaluation of practice, and improvement of nurse anesthesia practice and outcomes. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research.
Credits: 1

NRAN910: Leadership

This course will focus on integrating leadership theories and styles and applying them to collaborative, interdisciplinary anesthesia practice. The business of anesthesia will be examined with an emphasis on management of anesthesia resources.
Credits: 2
Prerequisites:
NRAN805 Professional Practice I.

NRAN933: Professional Practice II

This course will focus on professional issues that impact anesthesia practice including ethics, practice standards, reimbursement, and the legal system.
Credits: 2
Prerequisites:
NRAN805 Professional Practice I; NRAN820 Health Systems Policy; NRAN910 Leadership.

NRAN945: Capstone Proposal

This course prepares the student for identifying a problem statement, writing measurable research questions, reviewing the literature, and preparing the proposal. Students will be prepared to present the proposal to their respective committees upon completion of the course.
Credits: 3
Prerequisites:
Admission to graduate college; NRAN796 Clinical Practicum Introduction; NRAN812 Research Methods II.

NRAN950F: Doctoral Capstone

Emphasis on fundamental skills in systematic inquiry, interpretation, and evaluation of research for applicability to the nurse anesthesia profession. Scholarly exploration of a clinical problem or professional issue affecting nurse anesthesia practice and patient outcomes. Development of a written project with an oral defense of the project.
Credits: 3
Prerequisites:
NRAN945 Capstone Proposal.

NRAN950S: Doctoral Capstone

Emphasis on fundamental skills in systematic inquiry, interpretation, and evaluation of research for applicability to the nurse anesthesia profession. Scholarly exploration of a clinical problem or professional issue affecting nurse anesthesia practice and patient outcomes. Development of a written project with an oral defense of the project.
Credits: 3
Prerequisites:
NRAN945 Capstone Proposal.

Healthcare Management

ECON704: Healthcare Economics

This course introduces the student to basic principles of healthcare economics including supply and demand, product markets, employment, payer and price systems, and impact of government or regulatory agencies. Basic principles of economics will be applied to topics of healthcare costs, access, and payment for service.
Credits: 3

MGMT702: Human Resource Management

This course explores issues common to managing human resources in a healthcare setting. Such topics as employee relations, recruiting/interviewing/hiring, coaching/disciplining/terminating, performance appraisal, conflict resolution, motivation, benefits and labor laws will be discussed.
Credits: 3

MGMT703: Healthcare Finance and Budgeting

This course is designed to develop a basic understanding of finance and budgeting in a healthcare setting. The course will explore such topics as basic accounting principles, preparation and management of capital and operational budgets, cost analysis and management, resources management, and strategic planning/forecasting.
Credits: 3

MGMT705: Legal Issues in Healthcare Management

This course will examine legal topics in healthcare with a focus on risk management principles and theories guiding healthcare management. Students will come to understand the application of employment law as it applies to healthcare settings.
Credits: 3

MGMT710: Healthcare Management Field Experience

This course offers the student the opportunity to observe and/or participate in the application of healthcare management principles and skills learned throughout the rest of the curriculum with a manager(s) in a healthcare setting.
Credits: 1

MGMT712: Healthcare Marketing

Students in this course will examine fundamental marketing concepts, such as market research and planning, market segmentation, the marketing mix, and consumer behavior, within the unique context of the healthcare industry. Students will evaluate marketing strategies and tactics used by healthcare providers and identify opportunities for providers to improve their marketing efforts based on industry best-practices as well as the changing needs of their audiences. Students will also study the legal and ethical aspects of healthcare marketing.
Credits: 3

MGMT715: Healthcare Quality

This course focuses on healthcare quality concepts and quality improvement processes. Healthcare quality indicators will be used as a framework for evaluating quality in healthcare settings. Students will gain knowledge of tools and models used to improve healthcare quality. The role of accreditation in promoting quality will be examined. Students will gain skills in evaluating scenarios to determine quality impacts, identifying the sources of errors, making healthcare quality improvement recommendations, and offering strategies for implementing high quality practices.
Credits: 3

Nursing

HPED/NURS821: Leadership

This course prepares students to function effectively in leadership roles in their respective fields. Application of leadership principles to a variety of situations will be analyzed. Students will explore means for leaders to collaborate and build consensus in addressing complex issues in healthcare.
Credits: 3

HPED/NURS823: Health Systems Policy

Addresses means for healthcare professionals to become policy advocates for the betterment of patient care, their respective disciplines, and the healthcare system. Students will examine nuances of the American healthcare system in relation to public policy and finance. Students will explore local and regional internal and external policy and politics.
Credits: 2

HPED/NURS830: The Professoriate

This course examines the faculty role in higher education and variations based on institution type. Faculty rights and responsibilities associated with teaching, scholarship, and service will be explored. Challenges unique to the faculty role in healthcare will be evaluated.
Credits: 3

HPED/NURS935: Contemporary Issues and Diversity in Education

This course engages students in emerging and current issues in nursing education. Emphasis is placed on diversity and academic integrity within the context of higher education. Students will explore rights, responsibilities, and action plans related to current issues. Students will devise action oriented solutions to contemporary issues.
Credits: 3

NURS405RN: Community-Based Nursing

This course synthesizes health promotion concepts in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with vulnerable clients across the lifespan, including analysis of community systems, resources, and deficits. (Credits: 3 hr. theory, 2 hr. clinical)
Credits: 5
Prerequisites:
NURS480 RN-MSN Transition, 3 credits general education elective with cultural studies designation.

NURS480: RN-MSN Transition

This course will create a bridge of understanding and knowledge development between the current nursing degree and the MSN. A hybrid format is utilized to facilitate advancement of knowledge in concepts such as information literacy, evidence-based practice and research, management, QSEN, and quality improvement. Professional skills for graduate program and career success, including academic writing and professional/collegial communication, will be included.
Credits: 3
Co-Requisites:
Admission to the MSN via the RN-MSN option.

NURS715: Evidence Based Practice and Informatics

The use of evidence, integration of computer systems, and nursing science in making nursing decisions is the framework of the course. Information systems to access data and process information related to practice decisions are explored. Experiences with selecting and evaluating evidence from multiple databases using properly formatted search strategies will be provided.
Credits: 3

NURS722: Applied Theoretical Foundations

This interactive course will focus on application of theories and philosophies to practice situations and scholarly inquiry. Students will investigate the theoretical basis of nursing with emphasis on nursing, learning, and leadership theories. Students will examine interdisciplinary philosophies that influence the environment in which health care and nursing are practiced.
Credits: 3

NURS723: Technology in Teaching and Leadership

The focus of this course is technology applicable in advanced nursing roles. Students will examine use of technology to engage constituents and enhance effectiveness in their roles. The course is designed to provide working knowledge of a range of technological applications such as spreadsheets, presentation software, diagram tools, data sharing, and communications.
Credits: 3

NURS727: Teaching and Learning Strategies

Evidence based strategies build a strong foundation for effective teaching and learning. This course delves into designing, planning, implementing, and evaluating engaging teaching strategies to facilitate learning in face-to-face and online classrooms. Students will study the role of current educational technology in enhancing learning. While the course emphasized evidence based strategies, it also presents a platform to evaluate need for further inquiry for evidence to guide educational practice.

Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS738 Research Methods; NURS750: Physical Assessment, Pathophysiology, and Pharmacology for Educators; or instructor permission.

NURS730: Teaching Practicum I

The first of two required practica, this course involves fieldwork with a nurse educator. In collaboration with a preceptor, students will participate in designing, planning, implementing, and evaluating educational strategies. Opportunities to participate in multiple aspects of the nurse educator role are provided.

Credits: 1
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS738 Research Methods; NURS750: Physical Assessment, Pathophysiology, and Pharmacology for Educators.
Co-Requisites:
NURS727: Teaching and Learning Theories; NURS755: Clinical Teaching and Learning; or instructor permission.

NURS733: Applied Statistics

This course expands on previous knowledge of descriptive and inferential statistics. Emphasis is placed on interpretation of statistics and deepening understanding of the mechanics of each test. Students will explore selection of appropriate statistics for common research designs.

Credits: 3

NURS734: Organizational Systems, Leadership, and Structure

The focus of this course is the structure and function of nursing administration within healthcare systems. Integrative models for the management and accountability required for high performing teams in patient-centered care are studied.

Credits: 3

NURS738: Research Methods

This course provides a broad framework for research methods in healthcare fields. Students will examine basic research designs, measurement tools, and research ethics. Students will develop proficiency at applying the principles to published healthcare research. The course emphasizes quantitative designs and methods and provides an introduction to qualitative methods.

Credits: 3

NURS742: Financial Management

Students in this course will explore financial issues relevant to the management of healthcare units and organizations. The course will emphasize the interconnectedness between finance and the healthcare system and the importance of interdisciplinary collaboration to achieve organizational goals. Key concepts include financial viability, value-based service, budget principles, productivity management, and financial analysis. Students will also evaluate the legal, ethical, safety, quality, and strategic considerations necessary for making financial decisions.

Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS734: Organizational Systems, Leadership, and Structure; NURS738 Research Methods; or instructor permission.

NURS745: Leadership Practicum I

The first of two required practica, this course involves fieldwork with a nurse leader. In collaboration with a preceptor, students will participate in designing, planning, implementing, and evaluating nursing practice/leadership strategies. Opportunities to participate in multiple aspects of the nurse leader's roles are provided.

Credits: 1
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS734: Organizational Systems, Leadership, and Structure; NURS738 Research Methods; or instructor permission.
Co-Requisites:
NURS742 Financial Management; NURS782 Strategic Planning.

NURS747: Power, Politics, and Interprofessionalism

This course focuses on the analysis of organizational culture, with the aim on the administrator's synergistic role in creating, enhancing, and sustaining interprofessional relationships. The course also explores leader communication and balancing roles in internal and external politics.
Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS734: Organizational Systems, Leadership, and Structure; NURS738 Research Methods; or instructor permission.

NURS750: Physical Assessment, Pathophysiology, & Pharmacology for Educators

This graduate level course addresses advanced clinical practice concepts. The course expands knowledge of physical assessment techniques, pathophysiology, and pharmacology. The course facilitates translation of foundational concepts to be used in the educator role.
Credits: 3

NURS755: Clinical Teaching and Learning

The focus of this course is designing, planning, implementing, and evaluating engaging teaching strategies to facilitate learning in clinical environments. The traditional, acute care, clinical model of learning will be explored, as well as more contemporary sites and settings for clinical learning. The expanding role of simulation in nursing education will be examined.
Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS738 Research Methods; NURS750: Physical Assessment, Pathophysiology, and Pharmacology for Educators; or instructor permission.

NURS757: Teaching Practicum II

The second of two required practicum, this course involves fieldwork with a nurse educator. In collaboration with a preceptor, students will participate in designing, planning, implementing, and evaluating educational strategies. Opportunities to participate in multiple aspects of the nurse educator role are provided.
Credits: 1
Prerequisites:
NURS774: Capstone I; NURS730: Teaching Practicum I.
Co-Requisites:
NURS780: Assessment and Evaluation in Education.

NURS762: Human Resource Management in Healthcare

This course focuses on one of the most complex and consequential aspects of healthcare: managing people. Students can expect to investigate the course topics of: strategic human resource management and workforce planning, human resource development at all employment stages from entry to exit, conflict management, and equal opportunity employment law within the healthcare setting. By the end of the course, students will recognize the impact of these topics on high quality care delivery.
Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS734: Organizational Systems, Leadership, and Structure; NURS738 Research Methods; or instructor permission.

NURS774: Capstone I

This course is designed to assist students in selecting and narrowing a topic for the capstone project. Students will demonstrate proficiency at analyzing the literature relevant to a topic then communicating the results in scholarly format.
Credits: 2
Prerequisites:
Educator Track: NURS727: Teaching and Learning Theories, NURS730: Teaching Practicum I, NURS755: Clinical Teaching and Learning OR
Leadership Track: NURS742: Financial Management, NURS745: Leadership Practicum I; and NURS782: Strategic Planning.
Co-Requisites:
Educator Track: NURS755: Curriculum Development & Program Planning OR
Leadership Track: NURS762: Human Resource Management in Healthcare.

NURS775: Curriculum Development and Program Planning

This course addresses the structural components and intricacies of healthcare curricula from statements of vision through instructional implementation. Students will explore both design of curricular elements and engagement of constituents into the curriculum development and revision process. Students will gain experience in program planning and implementation for continuing education or staff development.
Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS738 Research Methods; NURS750: Physical Assessment, Pathophysiology, and Pharmacology for Educators; or instructor permission.

NURS780: Assessment and Evaluation in Education

This course explores assessment of student learning at course, curriculum and program levels. The course examines how data from assessment and evaluation influence decisions. The course includes introduction to systematic evaluation and accreditation.

Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS738 Research Methods; NURS750: Physical Assessment, Pathophysiology, and Pharmacology for Educators; or instructor permission.

NURS782: Strategic Planning

This course addresses strategic planning as a cyclical, nonlinear process that builds upon past history and experiences, current conditions, and future opportunities. The course prepares the student to analyze situations and identify strategic direction; conduct gap analysis; and formulate objectives, goals, and specific strategies related to mission and vision. Students will explore challenges associated with multiple aspects of planning and implementation.

Credits: 3
Prerequisites:
NURS715: Evidence Based Practice and Informatics; NURS722: Applied Theoretical Foundations; NURS723: Technology in Teaching and Leadership; NURS733: Applied Statistics; NURS734: Organizational Systems, Leadership, and Structure; NURS738 Research Methods; or instructor permission.

NURS784: Capstone II

The capstone is a scholarly project that demonstrates integration and synthesis of knowledge gained throughout the program. Students complete a quality improvement project in nursing. Final semester.

Credits: 3
Prerequisites:
NURS774: Capstone I.
Co-Requisites:
Educator Track NURS780: Assessment and Evaluation in Education, NURS757: Teaching Practicum II or Leadership Track: NURS747: Power, Politics, & Interprofessionalism, NURS788: Leadership Practicum I.

NURS788: Leadership Practicum II

The second of two required practica, this course involves fieldwork with a nurse leader. In collaboration with a preceptor, students will participate in designing, planning, implementing, and evaluating leadership strategies. Opportunities to participate in multiple aspects of the nurse leader's roles are provided.

Credits: 1
Prerequisites:
NURS745: Leadership Practicum.
Co-Requisites:
NURS747: Power, Politics, and Interprofessionalism; NURS774 Capstone I.

Simulation Education

SIML810: Setting the Stage for Simulation

This is the first in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course is designed to provide the essential components of simulation as a teaching strategy for educators in academic and clinical environments. Components include different types of simulation, components of a simulation scenario, simulation environment, integration of evidence-based practice, and evaluation strategies. The length of this course is 10 weeks.
Credits: 3

SIML810X: Setting the Stage for Simulation

This is the first in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course is designed to provide the essential components of simulation as a teaching strategy for educators in academic and clinical environments. Components include different types of simulation, components of a simulation scenario, simulation environment, integration of evidence-based practice, and evaluation strategies. The length of this course is 10 weeks.

SIML820: Using Simulation to Facilitate Learning

This is the second in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course is designed to focus on the role of the educator as facilitator in an academic environment or clinical practice setting. Concepts include developing objectives, curriculum integration strategies, fidelity, design and management of the simulated clinical experience, interdisciplinary team training, debriefing, research, and evaluation. The length of the course is 10 weeks.
Credits: 3
Prerequisites:
SIML810 Setting the Stage for Simulation.

SIML820X: Using Simulation to Facilitate Learning

This is the second in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course is designed to focus on the role of the educator as facilitator in an academic environment or clinical practice setting. Concepts include developing objectives, curriculum integration strategies, fidelity, design and management of the simulated clinical experience, interdisciplinary team training, debriefing, research, and evaluation. The length of the course is 10 weeks.
Prerequisites:
SIML810 Setting the Stage for Simulation.

SIML830: Simulation Education Capstone

This is the third in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course encourages the learner to explore deeper understanding of current issues and trends in simulation education, develop a project designed to address an identified issue, and to further apply concepts and skills learned throughout the certificate program. The length of the course is 10 weeks.
Credits: 3
Prerequisites:
SIML810 Setting the Stage for Simulation; SIML820 Using Simulation to Facilitate Learning.

SIML830X: Simulation Education Capstone

This is the third in the series of 3 online courses necessary to complete the Simulation Education Certificate program. The course encourages the learner to explore deeper understanding of current issues and trends in simulation education, develop a project designed to address an identified issue, and to further apply concepts and skills learned throughout the certificate program. The length of the course is 10 weeks.
Prerequisites:
SIML810 Setting the Stage for Simulation; SIML820 Using Simulation to Facilitate Learning.

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