

Bryan College of Health Sciences
2025-2026
Graduate Catalog



Table of Contents

Academic Calendar	4	Student Records and Privacy Acts	22
2025-2026 Academic Calendar	4	Family Educational Rights and Privacy Act (FERPA)	22
2026-2027 Academic Calendar	6	Directory Information	23
General Information	8	Formal Complaints Policy	23
Graduate College Catalog	8	Student Grievance Policy	24
History	8	Record Retention	24
Mission, Vision, Purpose, Goals & Values	9	Release of Reference Information Policy	24
Accreditation/Licensure	10	Transcripts and Records Request Policy	24
Administrative Structure	10	Graduation	24
Graduate Education Philosophy Statement	10	Graduation Policy	24
Doctoral Education Core	10	Posthumous Degree Policy	25
Master's Education Core	10	Registration & Enrollment	26
Graduate Degrees Offered	11	Academic Recovery and Assistance Policy	26
Certificates Offered	11	Administrative Withdrawal from the College	27
Non-Discrimination Policy	11	Administrative Withdrawal from a Course	27
Philosophy of Assessment of Student Learning	12	Course Warning	27
Equity Statement	12	Dismissal	27
Bryan College of Health Sciences' Alumni Association	12	Leave of Absence	28
Admissions	13	Midterm Course Warning	28
Graduate Admission Policies	13	Petition of Exceptions to Program Curriculum Requirements	28
Required Immunizations	13	Withdrawal from the College	28
Operational Process Regarding Student Admissions	13	Registration Changes	29
Application Procedure	13	Registration	29
Admission Status	13	Drop and Add	29
Residency Requirements	14	Course Withdrawal Policy	29
Out-of-State Students	14	Credit Hour Definition	29
International/Permanent Resident Students	14	Graduate Student Status	30
Transfer Credit	15	Grades	30
Transfer Credit for Military Service Members	15	Grading System	30
Readmission	15	Auditing a Course	31
Students-at-Large	15	Clinical Grading Policy	31
Financial Information	16	Grade Dispute Policy	31
Financial Aid	16	Incomplete Grade Policy	31
Academic Progress	16	Campus Policies	33
Satisfactory Academic Progress	16	Academic Integrity Policy	33
Tuition and Fees	17	Academic Integrity Violation Policy	36
Tuition Collection and Payment Policy	17	Campus Security/Crime Prevention	39
Tuition Refund Policy	18	Harassment	39
Veterans' Information	19	Sexual Assault	40
Financial Aid Contact Information	19	Code of Conduct	40
Academic and Administrative Policies	20	Student Rights and Responsibilities	41
Attendance Policy	20	Services and Activities	42
Called to Active Duty Policy	20	Academic Advisement	42
Comprehensive Assessment	21	Bryan College of Health Sciences Student Government Association	42
Finals Week	21	Employment	42
Master's Thesis and Doctoral Dissertation Formats	21	Housing	42
Maximum Length of Time to Degree Completion	21	Individual Support Plans for English Language Learner (ELL)	42
Religious or Cultural Observances	22	Library	43
Relocation Policy	22	Minimum Requirements for Computer Hardware and Equipment	43

Philosophy	43	Master of Science in Nursing (MSN) Program Description	61
Program Integration and Quality Assurance	44	Master of Science in Nursing (MSN) Admission Requirements	62
Safety Plan	44	Honor Society for Nursing	62
Science Laboratory	44	Master of Science in Nursing (MSN) Academic Policies	62
Services for Students with Disabilities	45	Graduate Certificates Offered	68
Simulation and Skills Laboratories	45	College Personnel	71
Student Affairs	46	Board of Trustees	71
Student Health Services	46	College Executive Leadership	71
Student Responsibilities and Expectations for Distance Learning	46	Deans	72
Student Services Availability for the Student at a Distance	47	Assistant Deans	73
Student Organizations	47	Directors	73
Writing Center	47	Administrative Staff	73
Doctor of Education (EdD)	48	Admissions Office	74
Doctor of Education (EdD) Program	48	Student Accounts	74
Doctor of Education (EdD) Admission Requirements	48	Center for Excellence in Clinical Simulation	74
Honor Society for Nursing	49	Educational Technology	75
Doctor of Education (EdD) Academic Policies	49	Financial Aid	75
Doctor of Nurse Anesthesia Practice (DNAP)	52	Library	75
Doctor of Nurse Anesthesia Practice Program Philosophy	52	Records and Registration	76
Doctor of Nurse Anesthesia Practice Educational Goals	53	Student Support Services	76
Doctor of Nurse Anesthesia Competencies	53	Faculty	77
Tuition and Fees	54	Humanities and Sciences Faculty	77
Additional Costs	54	Graduate Nursing and Health Professions Faculty	78
Doctor of Nurse Anesthesia Practice Student Information	55	School of Nurse Anesthesia Faculty	79
Doctor of Nurse Anesthesia Practice Accreditation	56	Course Descriptions	80
Certification	56	Doctor of Education	80
Consumer Information	56	Doctor of Nurse Anesthesia Practice	82
Doctor of Nurse Anesthesia Practice (DNAP) Admission Requirements ..	56	Healthcare Management	99
Master of Science in Nursing (MSN)	61	Nursing	100

Academic Calendar

2025-2026 Academic Calendar

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

Spring Semester Academic Dates

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

Spring Semester Academic Dates

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

Summer Semester Academic Dates

May 11, 2016	FIRST DAY OF SUMMER SESSION (13 Week Session, 1st 8 week session, 5 week session)
May 8, 2026	Last day to add/drop a 13 week, 1st 8 week, or 5 week summer course
May 17, 2026	Final Day for 100% Refund (13 Week Session)
May 17, 2026	Final Day for 100% Refund (1st 8 Week Session)
May 17, 2026	Final Day for 100% Refund (5 Week Session)
May 18, 2026	Start of 10 Week Session
May 22, 2026	Tuition Statement available on Student Portal
May 22, 2026	Last day to add/drop a 10 week session course
May 24, 2026	Final Day for 100% Refund (10 Week Session)
May 24, 2026	Final Day for 75% Refund (13 Week Session)
May 24, 2026	Final Day for 50% Refund (1st 8 Week Session)
May 29, 2026	Tuition Due
May 25, 2026	NO CLASSES - Memorial Day
May 31, 2026	Final Day for 50% Refund (10 Week Session)
May 31, 2026	Final Day for 50% Refund (13 Week Session)
May 31, 2026	Final Day for 25% Refund (1st 8 Week Session)
June 4, 2026	Last day to Withdraw with a "W" - (5 week session)
June 7, 2026	Final Day for 25% Refund (10 Week Session)
June 8, 2026	Start of 2nd 8 week session
June 12, 2026	End of 5 week session
June 12, 2026	Last day to add/drop a 2nd 8 week session course
June 14, 2026	Final Day for 100% Refund (2nd 8 Week Session)
June 19, 2026	Last day to Withdraw with a "W" - (1st 8 Week Session)
June 21, 2026	Final Day for 50% Refund (2nd 8 Week Session)
June 28, 2026	Final Day for 25% Refund (2nd 8 Week Session)
July 3, 2026	End of 1st 8 week session
July 3, 2026	Independence Day Break
July 8, 2026	Last day to Withdraw with a "W" - (10 Week Session)
July 16, 2026	Last day to Withdraw with a "W" - (13 Week Session)
July 17, 2026	Last day to Withdraw with a "W" - (2nd 8 Week Session)
July 24, 2026	End of 10 Week Session
July 31, 2026	End of 2nd 8 week session
August 7, 2026	LAST DAY OF SUMMER SESSION (End 13 Week Session)
August 7, 2026	Degree conferral date

2026-2027 Academic Calendar

Fall Semester	Academic Dates
August 20-21, 2026	New Student Orientation
August 24, 2026	First day of classes - Full semester courses & Accelerated BSN Block 1 courses
August 28, 2026	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 2 Courses
August 30, 2026	Final day for 100% tuition refund - Full semester courses and Accelerated BSN Block 1 Courses
September 4, 2026	Tuition Statements available on Student Portal
September 7, 2026	NO CLASSES - Labor Day
September 6, 2026	Final day for 75% tuition refund - Full semester courses
September 6, 2026	Final day for 50% tuition refund - Accelerated BSN Block 1 Courses
September 25, 2026	Tuition Due
October 2, 2026	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
October 12-16, 2026	Midterms
October 19-20, 2026	NO CLASSES - Fall break
October 16, 2026	End of Midterm/Accelerated BSN Block 1
October 21, 2026	Start of Accelerated BSN Block 2
October 23, 2026	Last day to drop/add Accelerated Block 2 Courses
October 25, 2026	Final day for 100% tuition refund - Accelerated Block 2 Courses
October 26, 2026	Priority Registration begins for Spring 2027
November 1, 2026	Final day for 50% tuition refund - Accelerated BSN Block 2 Courses
November 2, 2026	Open Registration begins for Spring 2027
November 8, 2026	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
November 13, 2026	Last day to apply for May graduation
November 13, 2026	Last day to Withdraw and receive a grade of "W" - Full semester courses
November 25-27, 2026	NO CLASSES – Thanksgiving Holiday
December 4, 2026	Final day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 courses
December 14-18, 2026	Finals Week
December 18, 2025	Final day of semester/Accelerated BSN Block 2 Courses
December 18, 2025	Fall graduation

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

Summer Semester	Academic Dates
May 10, 2027	FIRST DAY OF SUMMER SESSION (13 Week Session, 1st 8 week session, 5 week session)

Summer Semester Academic Dates

May 14, 2027	Last day to add/drop a 13 week, 1st 8 week, or 5 week summer course
May 16, 2027	Final Day for 100% Refund (13 Week Session)
May 16, 2027	Final Day for 100% Refund (1st 8 Week Session)
May 16, 2027	Final Day for 100% Refund (5 Week Session)
May 17, 2027	Start of 10 Week Session
May 21, 2027	Tuition Statement available on Student Portal
May 21, 2027	Last day to add/drop a 10 week session course
May 23, 2027	Final Day for 100% Refund (10 Week Session)
May 23, 2027	Final Day for 75% Refund (13 Week Session)
May 23, 2027	Final Day for 50% Refund (1st 8 Week Session)
May 27, 2027	Last day to Withdraw with a "W" - (5 week session)
May 28, 2026	Tuition Due
May 30, 2027	Final Day for 50% Refund (10 Week Session)
May 30, 2027	Final Day for 50% Refund (13 Week Session)
May 30, 2027	Final Day for 25% Refund (1st 8 Week Session)
May 31, 2027	NO CLASSES - Memorial Day
June 6, 2026	Final Day for 25% Refund (10 Week Session)
June 7, 2027	Start of 2nd 8 week session
June 11, 2027	End of 5 week session
June 11, 2027	Last day to add/drop a 2nd 8 week session course
June 13, 2027	Final Day for 100% Refund (2nd 8 Week Session)
June 18, 2027	Last day to Withdraw with a "W" - (1st 8 Week Session)
June 20, 2027	Final Day for 50% Refund (2nd 8 Week Session)
June 27, 2027	Final Day for 25% Refund (2nd 8 Week Session)
July 2, 2027	End of 1st 8 week session
July 4, 2027	Independence Day Break
July 7, 2027	Last day to Withdraw with a "W" - (10 Week Session)
July 15, 2027	Last day to Withdraw with a "W" - (13 Week Session)
July 16, 2027	Last day to Withdraw with a "W" - (2nd 8 Week Session)
July 23, 2027	End of 10 Week Session
July 30, 2027	End of 2nd 8 week session
August 6, 2027	LAST DAY OF SUMMER SESSION (End 13 Week Session)
August 6, 2027	Degree conferral date

General Information

Graduate College Catalog

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

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

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

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

History

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

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

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

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

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

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

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

College Affiliation with the United Methodist Church

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

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

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

Mission, Vision, Purpose, Goals & Values

Our Mission

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

Our Vision

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

Our Purpose

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

Our Goals

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

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

Our Values

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



Accreditation/Licensure

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

The Doctor of Nurse Anesthesia Practice program is accredited by the [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#). American Association of Nurse Anesthetists, 222 S. Prospect Avenue, Park Ridge, IL 60068; phone: (847) 692-7050; FAX: (847) 692-6968.

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

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's/post-master's certificate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

[Accreditation Commission for Education in Nursing.](#)

The 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.

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.

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.

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.

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.

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

Certificates Offered

Bryan College of Health Sciences offers 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.

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.

Non-Discrimination Policy

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

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

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

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

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

Philosophy of Assessment of Student Learning

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

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

Equity Statement

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

Bryan College of Health Sciences' Alumni Association

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

Admissions

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.

Required Immunizations

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

Operational Process Regarding Student Admissions

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

Goals:

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

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

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.

Admission Status

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

- Pending: Application was started by a student but not completed or the applicant meets admission requirements; however, some requirements may be met, or official verification of requirements have not been received. The applicant is offered admission pending receipt of official verification requirements.

- App Submit: Application was received from student, but Admissions has not received all their admission materials yet.
- App Complete: All admission materials have been received for application and acceptance decision can be made.
- Interview Scheduled: Student has met admissions GPA requirements and accepted their invitation to interview for their program (Only applicable for: DNAP).
- Accepted: Student has been accepted to BCHS.
- Accepted-Alternate: Student will be accepted to the program only if a spot opens up for them (Only applicable for: DNAP).
- No Spot Given: After a new cohort begins, students still in accepted-alternate status are moved to no spot given.
- Pre-Registered: Student has paid their deposit to hold their spot in the program.
- Future Start: Student has registered for classes.
- Rejected: Student was not offered admission into the program.
- Application Incomplete: Student applied, but never sent in all their admission materials in order to complete their application
- Not Interested: Student had applied for admission but is no longer interested in BCHS.
- Will Not Enter: Student was registered for classes at BCHS, but then decided they did not want to attend
- Provisional status: If student does not have a 3.0 GPA requirement at time of application, the student can be accepted provisionally. Student must achieve a 3.0 GPA by the end of the first semester (Only applicable for MSN and EdD).

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.

Out-of-State Students

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

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

International/Permanent Resident Students

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

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

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

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

Readmission Procedure

Former students desiring to reenter Bryan College of Health Sciences must apply for readmission according to current application deadlines.

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.

Financial Information

Financial Aid

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

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

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

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

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

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

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

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

Academic Progress

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

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

Satisfactory Academic Progress

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

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

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

Qualitative Standard - Grade Point Average (GPA)

- Graduate students must maintain a cumulative GPA of at least 3.0 on a 4.0 scale.

Quantitative Standard - Pace of Progress

- All students must successfully complete at least 66.67% of their cumulative attempted credit hours. For a graduate student no letter grade less than a B will be considered successful.

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

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

Maximum Time Frame

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

Consequences of Failure to meet Satisfactory Academic Progress Standards

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

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

Re-Establishing Eligibility for Financial Aid

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

Tuition and Fees

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](#).

Tuition Collection and Payment Policy

Spring and Fall Semesters

1. Tuition and fees are billed on the student portal by the end of the second week of a new semester and are due by Friday the 5th week of classes.

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

Summer Semester

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

Billing for Fines

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

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

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

Tuition Refund Policy

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

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

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

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

Veterans' Information

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

Veterans Benefits and Transition Act of 2018 Compliance – Section 103

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

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

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

Veteran and Eligible Person Standard of Progress Policy

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

Financial Aid Contact Information

Financial Aid Office, Bryan College of Health Sciences
1535 S. 52nd St.
Lincoln, NE 68506-1398
Phone: (402) 481-8984 or 800-742-7844, extension 18984
E-mail: fa@bryanhealthcollege.edu

Academic and Administrative Policies

Attendance Policy

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

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

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

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

College Sponsored Absences

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

Called to Active Duty Policy

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

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

1. If the student is being temporarily activated for duty, including annual and/or monthly training, or mobilized:
 - a. The student may take a leave of absence from their course(s).
 - b. Student needs to inform professor of absence dates ahead of the absence.
 - c. Student will not be penalized for missed classroom time, but is responsible to complete any coursework that was assigned during dates of absence.
2. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may withdraw from classes immediately.
 - a. Bryan College of Health Sciences will not hold the student accountable for tuition-related expenses for the term, session, or semester.

- b. A "W" grade will be represented on the student's official transcript to show the reason for the withdrawal and withdrawal date.
3. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may request a grade of "Incomplete" for their course(s).
 - a. If the student has completed a substantial portion of the course and required coursework, the instructor may approve the student request for an "incomplete" in the course.
 - b. I to F Policy: Students called to active military duty will be exempt from the subsequent semester automated changes of I to F grades for the term of deployment and the year prior to deployment. Students may complete work upon their return from duty or may choose to maintain the "I" grade. Therefore, "I" grades for students called to active military duty will remain listed as "I" until a change of grade is submitted by the faculty member, or indefinitely, if so desired by the student. Tuition and mandatory fees would be assessed in full.
 - c. If arrangements are made with only some of the instructors for grades or incompletes, the registration for those courses would remain intact and tuition and mandatory fees would be assessed for those courses. Any courses for which arrangements cannot be made for grades or incompletes could be dropped and the tuition and mandatory fees for those courses would be refunded.

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

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.

Finals Week

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

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

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.

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.

Religious or Cultural Observances

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

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

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

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

Relocation Policy

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

Student Records and Privacy Acts

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

Directory Information

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

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

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

Formal Complaints Policy

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

Student Grievance Policy

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

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

Record Retention

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

Release of Reference Information Policy

Employees of Bryan College of Health Sciences may provide written or verbal references for students upon written request. Students must complete and sign the Reference Authorization Form and send it to registrar@bryancollege.edu for processing. Employees will receive a copy of the completed form from the Registrar's office and the original request form will be kept in the student's file.

Transcripts and Records Request Policy

Transcript Requests

Students have the ability to print an unofficial transcript directly from their Student Portal.

Official transcripts will be released by the Registrar's office to specific individuals, institutions, or organizations as specified on a received transcript release. Current students may request a transcript release for no fee through the Student Portal. Former students must request their transcript through the National Clearinghouse and pay the associated fee for a transcript release.

Records Requests

Release of other records may be requested using the appropriate form available from the Registrar's office. These records may include health records, diplomas, enrollment verification, jury duty deferments, and other records as specified.

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

Graduation

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 proof of death. Posthumous degrees may be awarded to deceased students who meet the following criteria:

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

Registration & Enrollment

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

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

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

Academic Recovery and Assistance Policy

Purpose

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

Criteria for Application of Status

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

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

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

Communication of Status

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

Removal of Status

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

Administrative Withdrawal from the College

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

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

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

Administrative Withdrawal from a Course

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

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

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

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

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

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.

Dismissal

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

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

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

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

Leave of Absence

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

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

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.

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.

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.

Withdrawal from the College

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

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

Registration Changes

Registration

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

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.

Course Withdrawal Policy

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

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

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

Credit Hour Definition

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

Graduate 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

Grades

Grading System

Students must earn a minimum grade of B, or practicum grade of Satisfactory, in all courses applied to a specific program. A grade below B in a course will result in an automatic progressions review and may result in suspension or dismissal. Upon discretion of the Program Director, students who earn less than a B, or Satisfactory, in a course will be placed on academic probation until the course can be repeated. Students may repeat one course one time, as applicable to the specific degree program. If the repeated course is not completed successfully, the student will be dismissed from the program. A grade below B in two courses will result in dismissal.

Final grades are recorded in letter grades in courses that have both a theory and a clinical component. If either portion of the course is failed, the course grade will be recorded as a "fail."

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

Percentage Grade Letter Grade Quality Points

95.00 - 100	A+	4.0
90.0 - 94.99	A	4.0
85.00 - 89.99	B+	3.5
80.00 - 84.99	B	3.0
75.00 - 79.99	C+	2.5
70.00 - 74.99	C	2.0
65.00 - 69.99	D+	1.5
60.00 - 64.99	D	1.0
59.99 and below	F	0.0

Additional Grades Code Quality Points

Audit	AU	--
Administrative Withdrawal	AW	--
Credit by Examination	CX	--
Credit by Validation	CV	--
Credit by Waiver	CW	--
Incomplete	INC	--
In Progress	IP	--
No Pass	NP	--
Pass	P	--
Satisfactory	S	--
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.

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.

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.

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.

Incomplete Grade Policy

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

- The student's current grade in the course would be considered a passing grade.

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

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

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

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

Campus Policies

Academic Integrity Policy

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

Honesty

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

Trust

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

Fairness

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

Responsibility

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

Respect

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

Courage

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

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

Unconscious Bias

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

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

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

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

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

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

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

Research and Data Collection Integrity

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

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

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

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

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

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

Reference

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

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

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

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

Academic Integrity Violations

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

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

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

Academic Integrity Violation Policy

Academic Integrity Violation Policy

Refer to Appendix A-16 for Academic Integrity Violation Policy Flow Chart, Appendix A-17 Academic Integrity Violation Student Notification, and Appendix A-18 for Academic Integrity Violations Reporting Form.

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

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

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

Multiple Violations

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

Academic Integrity Violation

Course Faculty may learn of a potential academic integrity violation through direct observation, self-report by the violator, or report by a third party. Faculty are obligated to address the matter with the student.

The following steps should be completed:

1. Document the incident by notifying the Provost via the Google Early Referral Form to ascertain whether prior violations are on record for the student in the Academic Integrity Violation Database. The Provost will notify faculty whether the student has a prior violation on record or not.
2. Notify the student electronically using the Academic Integrity Violation Student Notification form Appendix A-17 that he or she is suspected of violating the College's Academic Integrity Policy, identifying the specific violation or violations, and requesting the student to provide any evidence relevant to the investigation.
3. Faculty may take 10 (ten) working days to complete an investigation after notifying the student of a suspected academic integrity violation. These working days include when students are on scheduled breaks and holidays.
4. Schedule a meeting with the student. The meeting shall occur within 5 (five) working days of the conclusion of the investigation. Failure on part of the student to meet with the faculty within the designated time will result in an Integrity Panel Review (IPR). The IPR is conducted by an Integrity Panel (IP). IP is comprised of 6 voting members: 3 (three) students and 3 (three) faculty selected from the pool of AIC members by the AIC Chair and Provost or Administrative Designee.

If evidence does not support an alleged violation, Course Faculty will meet with the student to discuss the potential violation, and review the academic integrity policy, college values, and course expectations. The student may be referred to the Student Success Center for further development, as needed.

If a violation occurred and the student has no prior violations on record, Course Faculty have **2 options** in proceeding with the alleged violation:

1. **Option One:** Course Faculty will determine the sanction and remediation plan the violation warrants, pursuant to the sanctions and penalties for academic violations described in Appendix A-15 and complete the Academic Integrity Violation Reporting form (AIVR), Appendix A-18. Course Faculty may assign a sanction with a maximum severity of course failure. Course Faculty will meet with the student. The student will indicate on the AIVR whether he or she is (a) admitting responsibility and accepting the sanction, or (b) not admitting responsibility and/or not accepting the sanction. The student is permitted to complete and sign the AIVR the next working day. Failure to do so by the specified deadline results in an automatic referral of the case to the AIC for an Integrity Panel Review (IPR).

1. **If the student admits responsibility and accepts the sanction**, Course Faculty will complete the AIVR and forward all supporting documents to the Provost. Course Faculty will retain copies of all documents until course end, at which time documents are destroyed. Faculty will implement the sanction and remediation plan. The student will make an appointment with the Provost within 2 (two) working days to review the Academic Integrity Policy and Procedure. The Provost will record the violation in the Academic Integrity Violation Database. The Provost retains all original documents for a minimum of 5 years after graduation or dismissal. The Provost in collaboration with the faculty will monitor the student's progress throughout the completion of the remediation plan. The Provost may appoint an appropriate liaison to monitor the student's progress throughout the process. Failure to complete the remediation plan may result in disciplinary action up to and including dismissal from the College.

2. **If the student does not admit responsibility and/or does not accept the sanction** the student indicates this on the AIVR and signs the form. Faculty will complete the AIVR and forward all supporting documents to the AIC chair within 2 (two) working days. This action triggers an IPR. The outcome of the IPR cannot result in a harsher sanction than was imposed by the Course Faculty.

2. **Option Two:** In the event Course Faculty determines the alleged violation warrants a sanction more severe than course failure, Course Faculty will complete an AIVR and meet with the student to inform the student of this possible sanction. The student is permitted to complete and sign the AIVR the next working day. Failure to do so by the specified deadline results in an automatic referral of the case to the AIC for an Integrity Panel Review (IPR). Faculty will complete the AIVR and forward all supporting documents to the Provost. The Provost, upon receiving completed form, will forward AIVR signed by the student, and all supporting documents to the AIC Chair within 2 (two) working days after meeting with the student. Receipt of these documents will trigger an IPR.

If the student has a prior violation on record or if the student requests an IPR, the Provost will contact Course Faculty. Course Faculty will complete the AIVR with recommended sanctions and remediation plan. Course Faculty will meet with the student to review the sanctions and plan. Course Faculty will inform the student that the previous violation requires an IPR of the current violation. The student is permitted to complete and sign the AIVR the next working day. Failure to do so by the specified deadline results in an automatic referral of the case to the AIC for an Integrity Panel Review (IPR). Faculty will complete the AIVR and forward all supporting documents to the Provost. The Provost will forward the original AIVR and all supporting documents to the AIC chair within 2 (two) working days after meeting with the student. Course Faculty will direct the student.

Resolution of Alleged Academic Integrity Violation through Integrity Panel Review (IPR)

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

The IP is comprised of 6 voting members: 3 (three) students and 3 (three) faculty selected from the pool of AIC members by the AIC Chair and Provost or Administrative Designee. Members of the AIC are specified by the Faculty Senate Bylaws and any are eligible to serve on the IP for a specific case. Prospective members of the IP will honorably decline participation if conflict of interest exists. Conflict of interest includes any factor that may interfere with the ability to judge facts presented in the hearing, such as personal relationships, prior knowledge, or direct involvement in the alleged violation. The AIC Chair serves as a nonvoting facilitator of the IPR. The Provost serves as a nonvoting advisor for the IPR.

Prior to the IPR, the alleged violator may challenge the presence of any voting member on the Panel because of bias or conflict of interest. Prior contact between participants is likely in an intimate college campus setting and does not per se indicate bias or conflict of interest. The AIC Chair and Provost will determine sufficient proof of bias that may interfere with an IP member's ability to judge the case fairly and solely on the evidence presented. If all available AIC members have a conflict of interest, the AIC Chair and Provost will appoint non-conflicted students or faculty from the College at large to serve on the IP.

An IPR will occur within 10 (ten) working days from receipt of the AIVR by the AIC Chair. A minimum of 5 (five) working days before the scheduled IPR, the AIC Chair will send a written notice to the alleged violator(s), Course Faculty, and IP members of the scheduled meeting time and place. If significant scheduling conflicts exist, this timeframe may be waived by mutual agreement of the alleged violator and Chair. The alleged student violator will be allowed to continue to participate in all course activities until this procedure and the appeal process has been exhausted. However, alleged academic integrity violations in the clinical setting that pose possible concerns for patient safety may result in prohibition of participation in clinical activities pending resolution of the alleged violation as described in this procedure.

The alleged violator will be advised of student rights pursuant to this policy as stated in the student handbook and will be advised of all IPR processes by the Provost. The Provost will encourage the student to seek support and guidance from the faculty advisor and the Professional Development Center. Course Faculty are encouraged to seek support and guidance from the AIC Chair regarding the Integrity Review process.

The alleged violator, Course Faculty, and members of the IP will attend the IPR. The Provost will record the IPR hearing. Course Faculty may be accompanied by non-testifying support person. The alleged violator may be accompanied by one non-testifying BCHS student or employee as an advocate.

Course Faculty and the alleged violator have the right to be present for the entire hearing. No evidence of prior academic integrity violations committed by the student shall be permitted to be introduced as evidence by any party or otherwise be made available to the panel until after the case has been heard and a determination has been made of whether a violation occurred with the present case. The academic hearing is not open to the public. No legal representation will be present. The hearing will be recorded. Recordings will be the property of and secured by Bryan College of Health Sciences. The IP will render a decision, based solely on the evidence presented in the IPR. The IP will deliberate in private, and such deliberation will not be recorded; the IP will render its decision, upon due deliberation, on the record. The IP may request the presence of the AIC Chair during deliberation for questions of procedure, and/or the Provost for questions of due process. The IP will review the case for evidence showing that it is more likely than not that an academic integrity violation occurred, affirmed by simple majority vote of the six (6) voting members. A simple majority requires that over half the valid votes cast by the IP to determine "it is more likely than not" that an integrity violation occurred. In the event of a tie vote, a finding of "it is more likely than not" that an academic integrity violation occurred will not be determined.

1. If the IP determines it is more likely than not an academic integrity violation occurred, the student's records, if any, pertaining to prior academic dishonesty will be made available to the IP. If the student has prior academic integrity violations on record, the student will be allowed to address the IP regarding the evidence of prior violations at this time, prior to the IP determining the sanction and remediation plan. Subsequently, the IP will affirm or amend the sanction and remediation plan recommended by Course Faculty, by majority vote pursuant to the sanctions prescribed in the Academic Integrity Policy. For cases in which the student requested the violation be forwarded for an IPR, the IP cannot impose a harsher sanction than was originally imposed by the Course Faculty. The Provost will record the violation in the Academic Integrity Violation Database.
2. The IP will affirm or amend the sanction and remediation plan recommended by Course Faculty, by majority vote pursuant to the sanctions prescribed in the Academic Integrity Policy.
3. For cases in which the student requested the violation be forwarded for an IPR, the IP cannot impose a harsher sanction than was originally imposed by the Course Faculty.
4. If the IP determines it is more likely than not that an academic integrity violation did not occur, no sanction will be assigned. The Integrity Panel may refer the student to the Student Success Center as needed. The alleged violation is not recorded in the Academic Integrity Violation Database.

The AIC Chair will notify the student, Course Faculty, and Dean of the Academic Program of the IP decision in writing within 3 working days of rendering its decision on the record. In cases of a finding that an academic integrity violation occurred, the penalty shall be contained within the decision of the IP and shall be effective immediately.

The decision of the IP is final unless (1a) the sanction includes suspension or expulsion, or (1b) course failure results in dismissal from the academic program, and (2) the student appeals. In these events, the Provost will inform the student of the option to appeal using the process described below. IP findings and sanctions may not be contested using the College's Grievance Procedure.

Appeal of Academic Integrity Panel Decision

The student may only appeal the IP findings if the recommended sanction for the academic violation is suspension or expulsion, or course failure resulting in dismissal from the academic program.

The student must submit a written appeal of the IP findings to the Provost within 5 (five) working days of receipt of notification of the IPR decision. Failure to appeal within this timeline will result in refusal to hear the appeal. Upon receipt of an appeal request, the student will be forwarded, if he/she so requests, a transcript of the hearing. The student shall have 5 (five) working days to submit in writing the reasons why the record supports overturning the findings of the IP, either because (a) the evidence doesn't prove the student's culpability, (b) there was a violation of due process that substantially prejudiced the student's rights, and/or (c) the sanction is grossly disproportionate to the violation.

The Provost will convene an Integrity Appeal Panel (IAP) comprised of 3 (three) students and 3 (three) faculty from the pool of AIC members, and the Dean of the Academic Program, none of whom served on the original IPR. The Dean of the Academic Program shall serve as a voting member and the Provost will serve as facilitator of the IAP. The Dean of the Academic Program may defer serving on the IAP to the Dean of another academic program, if a conflict of interest exists. If any potential IAP member has a conflict of interest, the Provost will appoint nonconflicted students and/or faculty from the College at large to serve on the appeal panel.

The appeal will be determined solely based upon the record made before the IP by the student and the Course Faculty, including all testimony and exhibits. The IAP will review the IPR record and decision and the student's appeal letter and written rationale requesting the IP decision be overturned within 5 (five) working days. All decisions of the IAP will be made by simple majority vote.

1. If there is no evidence in the appeal that supports reconsideration to overturn the findings of the IP or its sanction, the IAP upholds the IP decision. The appeal process is complete and sanction is applied.
2. If there is no evidence in the appeal that supports reconsideration to overturn the findings of the IP, but there is evidence that supports reconsideration of the IP sanction, the IAP upholds the IP decision, but reduces the sanction and remediation plan.
3. If there is evidence in the appeal that supports reconsideration to overturn the findings of the IP, the IAP will overturn the IP decision and the academic integrity violation will be absolved from the student's record.

The Provost will notify the student, the Dean of the Academic Program, AIC Chair, and Course Faculty of the IAP decision. The student will be notified within 3 (three) working days of the decision. The IAP decision is final and not appealable.

Campus Security/Crime Prevention

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

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

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

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.

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.

Student Rights and Responsibilities

Student Rights:

- **Students have the right to academic freedom**, including but not limited to: the right to free discussion, inquiry and expression; freedom to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; protection through orderly procedures against prejudiced or capricious academic evaluation; and determination of their curriculum.
- **Students have the right to expect certain practices of their instructors**, including but not limited to: establishing clear course objectives and course expectations through the syllabus; clearly stating methods for course evaluation; holding regularly scheduled office hours; and protecting students' intellectual freedom.
- **Students have the right to an educational experience free from discrimination** and under no circumstance shall the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income or any other protected class recognized by state or federal law determine a student's participation in the College's programs, activities, and employment, including but not limited to admissions, progression and graduation.
- **Students have the right to receive course content and experiences that are delivered in an accessible manner.**
- **Students have the right to a clear mechanism for confidential input into the evaluation of faculty.**
- **Students have the right to participate in the formulation and application of institutional policies and procedures affecting academic and student affairs**, including but not limited to: participation in Student Government Association; representation on faculty and staff committees; and participation in the formulation of the student code of conduct.
- **Students have the right to file grievance.**
- **Students have the right to safety on campus**, including but not limited to: personal privacy to the extent that the welfare and property of others is respected; adequate street lighting; locks and other safety measures deemed necessary given the environment.

Student Responsibilities

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

Services and Activities

Academic Advisement

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

- To assist students in meeting educational goals
- Promote Professionalism
- Promote Strengths
- Navigate Path to Degree Completion

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.

Employment

Student employment is allowed only if it does not interfere with the academic and/or clinical responsibilities of the student. At NO time will a student be employed as an anesthesia provider.

Housing

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

Individual Support Plans for English Language Learner (ELL)

Individual Support Plans for English Language Learner (ELL) students are plans to help students whose first language is not English.

Purpose

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

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

Procedure

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

1. The student meets with the Director of Academic Support Services to talk about how an Individual Support Plan can help them be successful. The student may also need to fill out a Request Form.
2. The Director of Academic Support Services will work with the student to create an Individual Support Plan. The plan will explain:

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

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.

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

PC Desktop/Laptop

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

Apple Desktop/Laptop

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

Philosophy

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

Program Integration and Quality Assurance

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

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

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

Safety Plan

Purpose

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

Content

Each Safety Plan will include:

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

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

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

Request to Refrain from Calling Emergency Services

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

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.

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.

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.

Student Affairs

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

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

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

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

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

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

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

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.

Student Responsibilities and Expectations for Distance Learning

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

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 Organizations

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.

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.

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.

Doctor of Education (EdD)

Doctor of Education (EdD) Program

Program Description

The doctor of education with emphasis in nursing education is designed to allow students to work full-time while pursuing a doctoral degree. The degree requires completion of 50 semester credits for students holding a masters degree in education. Additional coursework will be required if the masters degree is in an area other than education. The program is offered in an online format which combines synchronized class sessions with independent learning. Classes are held year round and the program can be completed in 3.5 - 4 years of study.

Students may apply and enter the program in spring or fall semesters as program capacity allows.

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. Students will have opportunities to collaborate and plan partnerships which help maximize the educator's effectiveness. The program provides learning experiences 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 equity principles into practice and policy decisions.
4. Contribute to the body of educational research through systematic inquiry and dissemination of knowledge.
5. Provide leadership for educational issues utilizing applicable theories, global perspectives and available evidence

Doctor of Education (EdD) 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)

Honor Society for Nursing

Sigma Global Nursing Excellence, Alpha Alpha Zeta chapter

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

Doctor of Education (EdD) 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.

Doctor of Education (EdD)

Degree Type

Doctorate

Areas of Emphasis: Nursing or 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 50 credits

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

Doctor of Education Curriculum

Item #	Title	Credits
EDUC815	Teaching and Learning Theories	3
EDUC920	Educational Administration	3
EDUC925	Qualitative Methods	3
EDUC926	Quantitative Methods	3
EDUC940	Legal Issues in Healthcare Education	3
EDUC945	Writing for Grants and Publication	3
EDUC960	Educational Practice Seminar	3
HPED/NURS965	Education Practicum	2
EDUC970	Dissertation Literature Review	4
EDUC981	Research Proposal	4
EDUC990	Dissertation I	4
EDUC995	Dissertation II	4
EDUC999	Dissertation III	4
HPED/NURS825	Leadership and Policy in Education	4
HPED/NURS830	The Professoriate	3

Course Sequencing

Fall start plan varies slightly. Part-time study is available.

Students who do not have previous graduate level coursework in statistics, teaching strategies, curriculum development, and assessment will need to obtain those credits as part of their plan of study. ([NURS733](#) and [HPED/NURS701](#))

Spring

Item #	Title	Credits
EDUC920	Educational Administration	3
HPED/NURS825	Leadership and Policy in Education	4

Summer

Item #	Title	Credits
EDUC925	Qualitative Methods	3
HPED/NURS830	The Professoriate	3

Fall

Item #	Title	Credits
EDUC815	Teaching and Learning Theories	3
EDUC926	Quantitative Methods	3

Spring

Item #	Title	Credits
EDUC940	Legal Issues in Healthcare Education	3
HPED/NURS965	Education Practicum	2

Summer

Item #	Title	Credits
EDUC960	Educational Practice Seminar	3
EDUC945	Writing for Grants and Publication	3

Fall

Item #	Title	Credits
EDUC970	Dissertation Literature Review	4

Spring

Item #	Title	Credits
EDUC981	Research Proposal	4

Summer

Item #	Title	Credits
EDUC990	Dissertation I	4

Fall

Item #	Title	Credits
EDUC995	Dissertation II	4

Spring

Item #	Title	Credits
EDUC999	Dissertation III	4
	Total Credits	50

Doctor of Nurse Anesthesia Practice (DNAP)

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. Graduates are eligible to become a Certified Registered Nurse Anesthetist (CRNA) upon passing the National Certification Exam. 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 DNAP Scholarly 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. . Students are assigned continuously to clinical experiences throughout this 24-month clinical residency and on average will complete approximately 3000 hours of clinical practice. Overnight and weekend call experiences are required as assigned. A series of four Advanced Principles of Anesthesia courses are included and students' development of practice inquiry skills are encourage through the conduct of the DNAP Scholarly Project. The final semester includes a Synthesis course designed to assist the student in preparation for the National Certification Exam.

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).

Doctor of Nurse Anesthesia Practice Program Philosophy

The philosophic foundations of the Doctor of Nurse Anesthesia Practice are commensurate with all graduate programs within the Bryan College of Health Sciences.

The practice doctorate in nurse anesthesia is unique in the realm of traditional graduate programming as the knowledge, skills and abilities are drawn from the integration of many disciplines that contribute to the core of professional education. The complexity of contemporary anesthesia practice justifiably requires this integration to enable the nurse anesthetist to practice the humanistic, scientific and technical skills of the profession competently and intelligently.

The educational program for the preparation of nurse anesthetists is conducted as a shared responsibility between student and faculty. Students must be intensely committed to achieving their goals through a consistent demonstration of purpose, motivation, responsibility to patients and colleagues, independence of thought, creativity and personal demeanor. Faculty, likewise, are committed to the responsibilities of competent resources, guidance and professionalism.

The program seeks to express its commitment to each student through individualized instruction and counsel. Our primary

goal is to provide the graduate student with an advanced scientific knowledge base, an understanding of healthcare policy, and the ability to advocate for the improvement of patient care through scholarship and leadership skill. We are committed to providing an opportunity to each student to develop a comprehensive array of clinical skills that hallmark the standards of care in anesthesia practice.

Our obligation to graduates is to prepare them for full participation in the delivery of anesthesia care in concert with other healthcare providers. They will be competent in independent judgment as advanced-practice professional nurses.

Our responsibility to the community is expressed in the aim of providing an educational program that will ably prepare the nurse anesthetist to meet the healthcare needs of a culturally diverse population.

Doctor of Nurse Anesthesia Practice Educational Goals

Academic Goals

- The student will obtain an advanced body of specialized knowledge that enables the student to integrate didactic information and clinical data and formulate a comprehensive individualized care plan.
- The student will demonstrate the skill to adjust the plan of care based on critical thinking and a problem-solving approach.

Clinical Goals

- The student will be able to plan and administer a safe and physiologic anesthetic across the lifespan; one based on a knowledge and synthesis of anesthetic principles and basic science study.
- The student will utilize evidence based practice principles to promote problem identification, inform clinical decisions, analyze outcomes and improve quality of care.
- The student will demonstrate skill with a comprehensive range of clinical techniques found in contemporary nurse anesthesia practice.

Scholarship Goals

- The student will be able to translate research evidence to evaluate outcomes in a variety of populations, clinical settings, and systems.
- The student will disseminate an extensive body of knowledge within a specific area of nurse anesthesia practice, policy, leadership or education and apply this knowledge to solve an identified problem.

Leadership Goals

- The student will demonstrate interprofessional and intraprofessional leadership.
- The student will integrate ethical, legal and cultural considerations with personal and professional value systems in the application of the art and science of nurse anesthesia.

Doctor of Nurse Anesthesia Competencies

Competencies

Prospective DNAP students are also expected to meet the competencies listed below. The list is divided into essential competencies that we feel every applicant must have, and supplemental competencies that would enhance a student's success in the program.

Essential Communication Skills:

- Ability to communicate in English in both written and verbal modes
- Computer skills to include basic keyboarding, basic word processing, Internet navigation, e-mail communication, and familiarity in a "Windows" environment.

Supplemental Communication Skills:

- Computer skills to include intermediate word processing, basic spreadsheet, and basic presentation software skills (Word, Excel and PowerPoint preferred)
- Written and verbal communication skills including previous publications and experience providing lectures, peer teaching, in-service education, and similar activities

Essential General Cognitive Skills:

- Ability to problem-solve and think critically in making decisions about patient care
- Skill in receiving information from multiple sources at the same time and simultaneously processing the information
- Ability to make good decisions in very short time frames

Supplemental General Cognitive Skills:

- Ability to manage multiple data streams and make rapid judgments, e.g., triage care of multiple patients

Essential Clinical Nursing Skills:

- Students should possess understanding of and experience in all areas of basic pharmacology, including classification of drugs, dosages, actions, and side effects. Knowledge of vasoactive drugs, anti-arrhythmics, beta blockers and alpha blockers is essential.
- Current card indicating completion of the American Heart Association approved Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS)
- Understanding of and ability to function using good aseptic/sterile technique
- Excellent skills in obtaining nursing history and doing physical assessment
- Experience with intravenous therapy including insertion of peripheral lines, administration of drugs, fluids, and blood
- Interpretation of basic electrocardiogram tracings, including identification of rate and rhythm changes
- Interpretation of blood/gas values, application of acid base theory to interpretation, and clinical evaluation
- Understanding and interpretation of basic laboratory values, including electrolytes, renal and liver function tests, and cardiac enzymes
- Understanding and application of universal precautions/body substance isolation in the care of all patients
- Students should possess knowledge of invasive monitoring techniques—for example, waveform and data interpretation. The applicant must provide evidence of this competency in the form of workshop CEU certification, positive indication on a Clinical Skills Assessment form, or documentation of observation or shadowing experience.

Supplemental Clinical Nursing Skills:

- Advanced pharmacology experience, including use of vasoactive drugs, anti-arrhythmics, beta blockers, and alpha blockers
- Advanced intravenous skills, including insertion and care of peripherally inserted central lines (PICC lines)
- Care of the patient with central lines, including pulmonary artery catheters and interpretation of the waveforms and data obtained from this type of monitoring
- Care of the patient with arterial lines and interpretation of the waveforms and data obtained from this type of monitoring
- Interpretation of 12 lead electrocardiograms and application to the clinical care of this patient
- Experience in the care of patients on ventilator support, including evaluation and monitoring of patients with artificial airways, endotracheal tubes, tracheostomy tubes, etc.
- Experience in care of neonatal patients, obstetrical patients, and patients in the operating room

Tuition and Fees

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](#).

Additional Costs

Students are required to have a personal computer. Expenses for textbooks, computer, dues, basic life support fee, professional AANA associate membership dues, professional meeting attendance, and earpiece are estimated at \$3,500.

Students are responsible for transportation and miscellaneous expenses incurred at clinical sites.

Doctor of Nurse Anesthesia Practice Student Information

Housing

Students are responsible for their own room, board and living expenses. Housing at distant affiliate clinical sites is provided for 1 or 2 month rotations.

Health Services

Basic health services are available through Employee Health Services. All students must have appropriate vaccinations prior to clinical experience. Contact school for further information. Each student is required to show proof of health insurance coverage. Insurance plan may be offered through the college. Coverage must be maintained throughout enrollment.

Employment

Student employment is allowed only if it does not interfere with the academic and/or clinical responsibilities of the student. At NO time will a student be employed as an anesthesia provider.

Discretionary Leave Time

During Phase I, students have leave time as specified by the academic calendar for the Bryan College of Health Sciences.

During Phase II, students have 25 days of personal discretionary leave for vacation, sick and personal time (beginning for those in the revised curriculum implemented in May 2019). Six days must be used within the first 12 months of Phase II. This personal leave may be taken at the discretion of the student and with the approval of the Program Director. In addition, students will receive all Bryan College of Health Sciences observed holidays. When at affiliate sites, students receive all holidays observed by that particular institution. Class attendance is mandatory. If a student is ill, they will notify the instructor in advance of class and missed work must be made up.

Time Commitment

The student will be expected to spend 50-60 hours per week on didactic, clinical or on-call responsibilities. In addition, students should allow for travel time to affiliate clinical sites, most within a 150 mile radius of Lincoln, Nebraska.

Call

Students are assigned in-house call experiences the last 18 months of the program. Students provide direct patient care for no more than 16 continuous hours with a minimum 10 hour rest period following call. Each affiliated site arranges its own call schedule.

Liability

Liability insurance is provided by Bryan Medical Center.

Financial Aid

Student financial aid is applied for and handled through the Bryan College of Health Sciences Financial Aid Office.

Clinical Practicum

The Nurse Anesthesia program is especially proud of its extensive clinical experience, which includes specialty rotations in a variety of clinical sites as well as in-house call with trauma experience. Each student is also assigned to a two-month clinical and a one-month rotation in a smaller community hospital site during both the first and second year of clinical experience. These community hospital clinical rotations allow for further experience with regional anesthetic techniques. The student may choose up to two additional optional rural anesthesia practice rotations as well. Each student has an assigned "home hospital" either in Lincoln, Omaha, or Kearney. The Clinical Practicum schedule is continuous for the 24 month Phase II. Students are assigned to a clinical site each day except for assigned course/curriculum requirements.

Life Support Provider Status

All DNAP students must hold current provider status in the American Heart Association approved Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) courses. Proof of provider status is required upon enrollment into the program and must be maintained throughout the program.

Doctor of Nurse Anesthesia Practice Accreditation

The Bryan College of Health Sciences School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U. S. Department of Education. The school was reviewed in 2021 and received the maximum accreditation of 10 years.

[Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#)

222 S. Prospect Avenue
Park Ridge, IL 60068

Certification

Graduates of this school are eligible to take the national certification examination for nurse anesthetists administered by the National Board on Certification & Recertification of Nurse Anesthetists. Individuals who pass this examination may use "CRNA" (Certified Registered Nurse Anesthetist) after their name. 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.

Consumer Information

Twenty-one of 23 students who entered the class of 2021 graduated from the program in 36 months. The first attempt pass rate for the National Certification Exams was 86% for the 2023 graduates. All 2023 graduates obtained employment in the field within 4 months of graduation.

Bryan College of Health Sciences School of Nurse Anesthesia complies with the regulations of the Student Right-to-Know and Campus Security Act, 1990, and abides by the regulations of the Family Educational Rights and Privacy Act of 1974. All records are maintained under the supervision of the Bryan College of Health Sciences Registrar. Bryan College of Health Sciences School of Nurse Anesthesia defines and uses policies and procedures that are fair and equitable and do not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

Doctor of Nurse Anesthesia Practice (DNAP) Admission Requirements

Admission Requirements

Admission to the DNAP program is grounded in a commitment to academic excellence, collaborative learning and teaching, and intensive preparation of students through the intersection of multiple disciplines and approaches. Our ultimate goal is to recruit, retain, and graduate Nurse Anesthetists who are adept at combining their humanistic, scientific, and technical skills to become competent practitioners and outstanding professionals.

Prospective students are expected to be flexible, highly motivated, autonomous learners who can remain disciplined and focused during this rigorous graduate program. Students can expect to spend 50-60 hours per week meeting the didactic and clinical demands of the program. Prospective DNAP students must meet the following requirements in order to qualify for admission to the program:

- Hold an active, unencumbered license as a professional Registered Nurse (RN) in the state of Nebraska with multi-state privileges (or be eligible for an active, unencumbered license in Nebraska with multi-state privileges)
- Hold a Baccalaureate degree in nursing or in an appropriate related discipline
- Submit GRE Scores
- Hold current provider status in the American Heart Association approved Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS). Required upon matriculation into the program.
- Have a minimum of one year of full time equivalent experience as a Registered Professional Nurse in which the applicant has had the opportunity to develop as an independent decision maker, demonstrate psychomotor skills, and develop the ability to use and interpret advanced monitoring techniques based on knowledge of physiologic and pharmacologic

principles. Clinical skills should include hemodynamic monitoring, arrhythmia identification, blood gas interpretation, initiation of peripheral lines, universal precautions and use of vasoactive drugs, alpha/beta blockers and anti-arrhythmia medications. Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse is to have developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a daily basis, the registered professional nurse manages invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive drips (such as norepinephrine, epinephrine, dobutamine, nicardipine, nitroglycerine).

The critical care areas include the following: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, and pediatric or neonatal intensive care. Those who have experience in other areas may be considered provided they can demonstrate competence with invasive monitoring, ventilators, and critical care pharmacology. The School of Nurse Anesthesia prefers that applicants have two years of experience as a Registered Nurse upon entrance into the program. Applicants should contact the School if they have questions about their clinical experience.

- The applicant must achieve an overall grade point average of 3.0 or better (on a 4.0 scale) for all collegiate work in order to be considered for admission into the program. An overall grade point average of 3.2 is preferred for the basic science courses.

Application Procedure

Prospective Nurse Anesthesia students must submit the following materials in order to be considered for admission to the program:

- A completed application and all supporting documents by August 31 of the year prior to the one in which an applicant plans to enroll.
- Three references as listed in the application and a clinical skills assessment. The reference and clinical skills forms should be sent to the School of Nurse Anesthesia and should reflect an accurate appraisal of clinical skills, experience, and the applicant's ability to pursue graduate study.
- Short response to 3 essay questions as listed in the application.
- The Admissions Committee will review all applications and select candidates to attend a personal interview. Only candidates who attend the interview will be considered for admission to the program. A candidate is eligible for interview a maximum of three times. The Committee strongly recommends that the applicant complete the required nursing experience, required course work and baccalaureate degree prior to the date of their interview.

Required prerequisite courses include:

- Statistics
- Chemistry: (3 semester hours)
- Microbiology: (3 semester hours)
- Anatomy: human or mammalian anatomy (3 semester hours)
- Physiology: Minimum grade of 3.0 or "B" is required for this course. (3 semester hours)
- Anatomy/Physiology (in lieu of separate courses). The combined course is acceptable if offered over two semesters and taken sequentially. Minimum grade of 3.0 or "B" is required in both semesters (6 semester hours).
- All of the above listed courses or their equivalent, completed at an accredited college or university, are required and must be transferable to Bryan College of Health Sciences. Completion of these courses must be documented by official transcripts sent by the college/university directly to the School of Nurse Anesthesia prior to admission to the program.

Applications for the DNAP program are accepted prior to August 31 for the class enrolling in May of the following year. All applications are reviewed by the Admissions Committee. Classes begin in May each year. Admission is restricted to 25 students. Every applicant is considered, regardless of race, religion, sex, age, creed, color, national origin, ethnicity, marital status, veteran status, disability, or sexual orientation.

All applicants must be able to perform the following technical competencies:

- Utilize perceptual and psychomotor skills in implementing the anesthesia care plan when caring for patients in all types of settings
- Safely use essential equipment when providing patient care in all required settings

- Move about independently when caring for patients. Technical standards and requirements of the Bryan Medical Center/ Bryan College of Health Sciences School of Nurse Anesthesia must be met by all students. A copy of the standards is available on request

Transfer Credit

Transfer credit may not be applied toward the Doctor of Nurse Anesthesia Practice degree.

International 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. or World Education Services (WES). 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 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)

Admissions Office

Bryan College of Health Sciences
School of Nurse Anesthesia
1535 South 52nd Street
Lincoln NE 68506-1299
Phone: 402-481-3194
Email: gradadmissions@bryanhealthcollege.edu
Office hours: 08:30-14:30 Monday-Friday

Doctor of Nurse Anesthesia Practice Curriculum Plan (DNAP)

Degree Type

Doctorate

Course Sequencing

Curriculum Plan

A cohort of students will begin the 36 month curriculum each year in the month of May.

First Year - Phase I

Summer

Item #	Title	Credits
NRAN722	Chemistry/Physics for Nurse Anesthesia Practice	2
NRAN762	Advanced Anatomy Lab	1
NRAN770	Advanced Anatomy	3
NRAN806	Professional Practice I	1.5

Fall

Item #	Title	Credits
NRAN735	Applied Pharmacology for Nurse Anesthesia Practice	3
NRAN775	Clinical Physiology	3
NRAN783	Principles of Anesthesia Practice I	3
NRAN808	Research Methods I	3
NRAN910	Leadership	2

Spring

Item #	Title	Credits
NRAN730	Pharmacology for Advanced Nursing Practice	3
NRAN789	Advanced Physical Assessment & Principles of Anesthesia Practice II	3
NRAN794	Regional Anesthesia with Ultrasound Applications	2
NRAN820	Health Systems Policy	2
NRAN782	Advanced Pathophysiology	4

Second Year - Phase II

Summer

Item #	Title	Credits
NRAN710	Advanced Physical Assessment	2
NRAN791	Implications of Pathophysiology on Anesthetic Management	2
NRAN797	Clinical Practicum Introduction	1.5
NRAN799	Clinical Case Conference	1

Fall

NRAN859 = **Online course

Item #	Title	Credits
NRAN812	Research Methods II	3
NRAN852	Clinical Practicum	2
NRAN854	Advanced Principles of Anesthesia I	2
NRAN859	Pain Theory	3

Spring

Item #	Title	Credits
NRAN855	Advanced Principles of Anesthesia II	4
NRAN857	Clinical Case Conference	1
NRAN858	Clinical Practicum	2
NRAN920	DNAP Scholarly Project Proposal	2

Third Year - Phase III

Summer

Item #	Title	Credits
NRAN860	Advanced Principles of Anesthesia III	2
NRAN862	Clinical Practicum	1.5
NRAN905	Application of Evidence Based Practice	1
NRAN925	DNAP Scholarly Project I	2

Fall

Item #	Title	Credits
NRAN865	Advanced Principles of Anesthesia IV	4
NRAN867	Clinical Practicum	2
NRAN908	Application of Evidence Based Practice	1
NRAN928	DNAP Scholarly Project II	2

Spring

Item #	Title	Credits
NRAN872	Clinical Practicum	2
NRAN875	Synthesis of Principles of Anesthesia	3
NRAN934	Professional Practice II	1.5
	Total Credits	8.5

Master of Science in Nursing (MSN)

Master of Science in Nursing (MSN) Program Description

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
- NURS360A Community Health Nursing 4 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. Model principles of equity and inclusion 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.

Master of Science in Nursing (MSN) 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 practice 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).
- Academic writing sample and goal statement

Honor Society for Nursing

Sigma Global Nursing Excellence, Alpha Alpha Zeta chapter

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

Master of Science in Nursing (MSN) 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

Master of Science in Nursing: Nursing Education (MSN)

Degree Type

Master of Science

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

Nursing Education Curriculum

Item #	Title	Credits
NURS715	Evidence Based Practice and Informatics	3
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2
NURS727	Teaching and Learning Strategies	3
NURS730	Teaching Practicum I	1
NURS733	Applied Statistics	3
NURS738	Research Methods	3
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3
NURS755	Clinical Teaching and Learning	3
NURS757	Teaching Practicum II	1
NURS774	Capstone I	2
NURS775	Curriculum Development and Program Planning	3
NURS780	Assessment and Evaluation in Education	3
NURS784	Capstone II	3

Course Sequencing

Sample Curriculum Plans

*The curriculum plan for fall entry will vary slightly

Spring

Item #	Title	Credits
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2

Summer

Item #	Title	Credits
NURS715	Evidence Based Practice and Informatics	3
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3

Fall

Item #	Title	Credits
NURS733	Applied Statistics	3
NURS738	Research Methods	3

Spring

Item #	Title	Credits
NURS727	Teaching and Learning Strategies	3
NURS730	Teaching Practicum I	1
NURS755	Clinical Teaching and Learning	3

Summer

Item #	Title	Credits
NURS774	Capstone I	2
NURS775	Curriculum Development and Program Planning	3

Fall

Item #	Title	Credits
NURS757	Teaching Practicum II	1
NURS780	Assessment and Evaluation in Education	3
NURS784	Capstone II	3
	Total Credits	36

Master of Science in Nursing: Nursing Leadership (MSN)

Degree Type

Master of Science

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

Nursing Leadership Curriculum

Item #	Title	Credits
NURS715	Evidence Based Practice and Informatics	3
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2
NURS733	Applied Statistics	3
NURS734	Organizational Systems, Leadership, and Structure	3
NURS738	Research Methods	3
NURS742	Financial Management	3
NURS745	Leadership Practicum I	1
NURS747	Power, Politics, and Interprofessionalism	3
NURS762	Human Resource Management in Healthcare	3
NURS774	Capstone I	2
NURS782	Strategic Planning	3
NURS784	Capstone II	3
NURS788	Leadership Practicum II	1

Course Sequencing

Sample Curriculum Plans

*The curriculum plan for fall entry will vary slightly

Spring

Item #	Title	Credits
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2

Summer

Item #	Title	Credits
NURS715	Evidence Based Practice and Informatics	3
NURS734	Organizational Systems, Leadership, and Structure	3

Fall

Item #	Title	Credits
NURS733	Applied Statistics	3
NURS738	Research Methods	3

Spring

Item #	Title	Credits
NURS742	Financial Management	3
NURS745	Leadership Practicum I	1
NURS782	Strategic Planning	3

Summer

Item #	Title	Credits
NURS774	Capstone I	2
NURS762	Human Resource Management in Healthcare	3

Fall

Item #	Title	Credits
NURS747	Power, Politics, and Interprofessionalism	3
NURS784	Capstone II	3
NURS788	Leadership Practicum II	1
	Total Credits	36

Master of Science in Nursing: RN-MSN

Degree Type

Master of Science

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

Course Sequencing

RN-MSN Sample Curriculum Plan

*The curriculum plan for fall entry will vary slightly

Spring

Item #	Title	Credits
NURS480	RN-MSN Transition	3
	Cultural Study	3

Summer

Item #	Title	Credits
NURS360A	Community Health Nursing	4

Fall

Item #	Title	Credits
NURS733	Applied Statistics	3
NURS738	Research Methods	3

Spring

Item #	Title	Credits
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2

Summer

Item #	Title	Credits
	Specialty Track Course	3
NURS715	Evidence Based Practice and Informatics	3

Fall

Item #	Title	Credits
	Specialty Track Course	3

Spring

Item #	Title	Credits
	Specialty Track Course	3
	Specialty Track Course	3
NURS788	Leadership Practicum II	1

Summer

Item #	Title	Credits
	Specialty Track Course	3
NURS774	Capstone I	2

Fall

Item #	Title	Credits
NURS784	Capstone II	3
	Total Credits	36

Graduate Certificates Offered

Certificate - Healthcare Management

Degree Type

Graduate Certificate

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 Certificate in Healthcare Management 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. For individuals with a specific interest in applying Healthcare Management principles in a Telehealth setting, a Certificate in Healthcare Management: Telehealth Focus option is available. 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, Certificate in Healthcare Management 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 Certificate in Healthcare Management 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).

Curriculum Information

Certificate: 13 credit hours

Students may opt to complete either the Certificate in Healthcare Management or the Certificate in Healthcare Management: Telehealth Focus. Students completing the Telehealth Focus must complete both MGMT720 and MGMT730 as part of their 13 credit hours.

Select 12 credits form the following courses:

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
MGMT720	Demystifying Telehealth	3
MGMT725	Medical Laboratory Management Essentials	3
MGMT730	Virtual Care, Virtually Anywhere	3

Complete 1 credit field experience course.

Item #	Title	Credits
MGMT710	Healthcare Management Field Experience	1
	Total Credits	13

Certificate - Post-Masters In Nursing

Degree Type

Graduate Certificate

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.

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:

- Completed Application
- 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 two pages.
- Academic writing sample

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.

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

College Personnel

Board of Trustees

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Chief Culture Officer; Olsson

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Lincoln Public Schools

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Associated Anesthesiologists, PC

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Independent Consultant
GIS and Human Dimensions

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Faculty Senate Chair
Bryan College of Health Sciences

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Chief Nursing Officer
Bryan Medical Center

Carrie Weber, BACC
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Nelnet

Joel Weyand, MS
Financial Advisor; Edward Jones

Karen White, MS, CRNA
(retired), Associated Anesthesiologists, PC

John Woodrich, MBS
EVP/COO Bryan Health
CEO Bryan Medical Center

College Executive Leadership

President
Kelsi Anderson, PhD
BA – North Park University
PhD – University of Nebraska Medical Center

Provost and Vice President of Academic Affairs
Amy Knobbe, PhD
BS – University of Nebraska-Lincoln
MS – State University of New York-Albany
PhD – University of Nebraska-Lincoln

Vice President Enrollment Management and Marketing
Ashley Schroeder, BA
BA – Nebraska Wesleyan University

Vice President of Operations & Finance
Jason Cottam, MS
BS – Peru State College
MS- John Hopkins University

Vice President of Student Affairs
Alethea Stovall, PhD
BS – Buena Vista University
MSEd – University of Nebraska-Kearney
PhD – University of Northern Colorado

Deans

Theresa Delahoyde, EdD, RN, CNE
Dean of Undergraduate Nursing
BSN - Mount Marty College
MSN - Nebraska Wesleyan University
EdD - College of Saint Mary

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

Jason States, MEd
Dean of Healthcare Studies
BA – Hastings College
MA – University of Nebraska Lincoln MEd – University of Nebraska Lincoln

Julie Skrabal, EdD, RN, CNE, CNEcl
Dean of Graduate Nursing & Health Professions
BSN – University of Nebraska Medical Center
MSN – University of Nebraska Medical Center
EdD – College of Saint Mary

Kristy Plander, PhD
Dean of Educational Development
BA – Concordia University-Nebraska
MBA – University of Nebraska-Lincoln
PhD – Northcentral University

Assistant Deans

Robin Kappler, EdD, RN
Assistant Dean of Undergraduate Nursing (Hastings College Campus)
Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – College of Saint Mary
EdD – College of Saint Mary

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Assistant Dean of Undergraduate Nursing
(Lincoln Campus)
BSN – South Dakota State University
MSN – Nebraska Wesleyan University
EdD – College of Saint Mary

Directors

Val Wiemeyer, MS
Academic Support Services Director/ADA Coordinator
BA-University of Northern Iowa
MS-Kansas State University

Khoi Tran, MA
Registrar
BS – University of Nebraska Lincoln
MA – University of Nebraska Lincoln

Maggie Hackwith, MA
Director of Financial Aid
BS-University of Nebraska
MA-University of Nebraska

Grace Patrick, BS
Simulation Lab Director
BS-Mindanao State University

Ryan Moore, BS
College Information Systems Director
BS-Northwest Missouri State University

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MLIS – University of Hawaii

Katherine Karcher, BS
Director of High School Outreach Programs
BS – University of Nebraska Lincoln

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Executive Assistant

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Graduate Student Coordinator
BS – University of Nebraska Lincoln
MA - Doane University

Rocio Lopez
Administrative Assistant - BCHS

Jacinda Gerdes
Administrative Assistant - School of Nursing Hastings

Admissions Office

Ashley Schroeder, BA
Dean of Enrollment Management
BA-Nebraska Wesleyan University

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College Information Systems Director
BS-Northwest Missouri State University

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Recruitment Coordinator for Graduate and Continuing Education
BS – University of Nebraska-Lincoln
MA – Regent University

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Kris Moger
Admissions Assistant

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Katherine Karcher, BS
Director of High School Outreach Programs
BS – University of Nebraska Lincoln

Alyssa Tatman, BS
Recruitment and Transfer Coordinator
BS – Bryan College of Health Sciences

Ash Wimes, MS
Senior Recruitment and Engagement Coordinator
BS – Nebraska Wesleyan University
MS – Lakeland University

Student Accounts

Alicia Arnold
Student Accounts Coordinator
AS - Southeast Community College

Center for Excellence in Clinical Simulation

Grace Patrick, BS
Simulation Lab Director
BS-Mindanao State University

Rechel Depusoy, BS, MA
Simulation Lab Assistant
BS – Manuel S. Enverga University
MA - Southern Luzon State University

Beth Burbach, PhD, RN
Simulation Educator
BSN- D'Youville College
MSN – University of Rochester
PhD – University of Nebraska Medical Center

Educational Technology

Kristy Plander, PhD
Dean of Educational Development
BA – Concordia University-Nebraska
MBA – University of Nebraska-Lincoln
PhD – Northcentral University

Lance Chaulk, MS
Instructional Systems and Compliance Coordinator
BS - University of Charleston
MS - University of Charleston

Katherine Furse, MEd
Instructional Design and Support Specialist
BA – Doane College
MEd – Doane College

Lindsay Kruse, MEd
Instructional Design and Support Specialist
BS – University of Nebraska-Lincoln
MEd – Arizona State University

Financial Aid

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

Brenda Neemann, BS
Financial Aid Coordinator
BS – University of Nebraska-Lincoln

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

Library

Heather St. Clair, MLIS
Director of Library Services
MLIS – University of Hawaii

Cali Biaggi, MLIS
Lead Reference & Instruction Librarian
MLIS – University of Denver

Records and Registration

Khoi Tran
Registrar
BS – University of Nebraska Lincoln
MA – University of Nebraska Lincoln

Jill Synovec, BS
Assistant Registrar
BS – Kansas State University

Dreia Eddie, BA
Records and Registration Assistant
BA – University of Nebraska Lincoln

Student Support Services

Alethea Stovall, PhD
Vice President of Student Affairs
BS – Buena Vista University
MSEd – University of Nebraska-Kearney PhD – University of Northern Colorado

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Academic Support Services Director/ADA Coordinator
BA-University of Northern Iowa
MS-Kansas State University

Melinda White, RN
Health & Wellness
Diploma – Bryan Memorial Hospital School of Nursing

Lucas Wiester, MA
Academic Support Services Coordinator
BA-Avila University
MA-Nebraska Wesleyan University

Susan Ferrone, MPA, BSN, RN
Academic Support Services Coordinator
BA-Creighton University
MPA-Iowa State University
BSN-Creighton University

Faculty

Humanities and Sciences Faculty

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

Jeffrey Schwehm, PhD
Associate Professor, Chemistry
BS – Southeastern Louisiana University
PhD – University of Arkansas

Graduate Nursing and Health Professions Faculty

Lina Bostwick, EdD, RN

Professor

Diploma – St. Luke’s School of Nursing

BSN – Nebraska Wesleyan University

MSN – Nebraska Wesleyan University

EdD – College of Saint Mary

Beth Burbach, PhD, RN

Professor

BSN – D’Youville College

MSN – University of Rochester

PhD – University of Nebraska Medical Center

Angela McCown, EdD, RN

Associate Professor

Diploma - Bryan School of Nursing

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

EdD – Bryan College of Health Sciences

School of Nurse Anesthesia Faculty

Sharon Hadenfeldt, PhD, CRNA

Dean of Nurse Anesthesia/Program Director

ADN – University of Nebraska Medical Center

BSN - University of Nebraska Medical Center

MS - University of Kansas/Bryan Memorial Center

PhD - University of Nebraska-Lincoln

Shannon Pecka, PhD, CRNA

Assistant Program Administrator/Professor

ADN – North Dakota State University

BSN – University of Iowa

MSN – University of Iowa

PhD – University of Nebraska Medical Center

Matt Tritt, DNAP, CRNA

Associate Professor

BS – Creighton University

BSN – Creighton University

MS – Bryan College of Health Sciences

DNAP – Texas Wesleyan University

Faye Unruh, DNAP, CRNA

Assistant professor

BSN - MidAmerica Nazarene University

MS - University of Kansas/Bryan Medical Center

DNAP - Mount Marty College

Anthony Heidtbrink, DNAP, CRNA

Assistant Professor

BSN - University of Nebraska Medical Center

DNAP - Bryan College of Health Sciences

Amanda Coleman, MS, CRNA

Assistant Professor

BSN - Nebraska Methodist College

MS - Bryan College of Health Sciences

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

None

EDUC926: Quantitative Methods

This course equips students with the knowledge and competence in quantitative methods needed to conduct data-based research in healthcare education. The purpose of this course is to prepare students to select and implement quantitative research designs, instruments, and analysis methods that are appropriate for answering contemporary research questions in education.

Credits 3

Prerequisites

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

None

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

Master's level teaching core.

Prerequisite Courses

HPED/NURS965

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

Prerequisite Courses

EDUC960

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.

EDUC990: Dissertation I

Students will work with their dissertation chair and committee on independent, scholarly research. Dissertation work will focus on presentation to the dissertation committee and IRB approval. Students will meet virtually to share information, and resources and to support other doctoral students who are engaged in the dissertation process.

Credits 4

Prerequisite Courses

EDUC981

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. Students will meet virtually to share information, and resources and to support other doctoral students who are engaged in the dissertation process.

Credits 4

Prerequisite Courses

EDUC990

EDUC999: Dissertation III

Students will continue work with their dissertation chair and committee on independent, scholarly research. Dissertation work will focus on interpretation of results and dissemination in written and presentation formats. Students will meet virtually to share information, and resources and to support other doctoral students who are engaged in the dissertation process.

Credits 4

Prerequisite Courses

EDUC995

HPED/NURS965: 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

Master's level teaching core.

Prerequisite Courses

EDUC815

EDUC920

EDUC925

HPED/NURS830

EDUC926

HPED/NURS825

Co-Requisite Courses

EDUC940

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 will be 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. Co-requisite: NRAN783 Principles of Anesthesia Practice I.

1. Identify advanced principles of history taking in the assessment process of individuals.
2. Identify advanced components of the physical assessment, including techniques and principles, as they apply to individuals.
3. Efficiently and systematically perform a head-to-toe examination.
4. Utilize the pre and postoperative visit to educate patients and encourage long term health promotion.
5. Interpret health assessment data to formulate differential diagnoses.
6. Analyze cultural, developmental, spiritual, and psychosocial variations in the health state of individuals based upon health assessment data.
7. Describe and correlate abnormal findings with an understanding of pathophysiology.
8. Succinctly and professionally communicate health assessment findings.

Credits 2

Co-Requisite Courses

NRAN783

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.

1. Demonstrate understanding of basic physics applicable to anesthesiology with emphasis on the behavior of gases embodied in the gas laws.
2. Demonstrate knowledge of physical processes of anesthetic transfer from volatile liquid form to gas and through the vaporizing system and to the site of drug action.
3. Describe the laws governing the behavior of gases and liquids.
4. Demonstrate a basic understanding of inorganic chemistry specifically in writing chemical equations, calculating pKa, pH, and the soda lime process.
5. Identify the organic chemistry functional groups and their importance in biochemical processes.
6. Describe the organic chemistry of biological pathways.

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.

By the end of the course, the student will be able to:

1. Explain the relationship between receptors and drug action.
2. Describe the pharmacokinetic processes of pharmacologic agents.
3. Describe the pharmacodynamics processes of pharmacologic agents.
4. Identify the significance of the graded dose–response relationship to anesthesia practice.
5. Describe the basic pathophysiology of disorders related to pharmacologic therapy.
6. Explain the relationship between pharmacologic mechanisms of action and the disorders for which the agent is intended.
7. Describe anesthesia issues related to specific pharmacologic agents.

Credits 3

Prerequisite Courses

NRAN722

NRAN735

NRAN775

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.

Upon completion of the course the learner should be able to:

1. Recall the theories of the mechanism of action of inhalation anesthetics.
2. Describe the physical and chemical properties of inhalation anesthetics.
3. Explain and differentiate the uptake, distribution, and elimination of inhalation anesthetics.
4. Explain the effects of inhalation anesthetics on the organ systems.
5. Formulate a plan of care in the clinical application of inhalation anesthetics.
6. Describe the pharmacokinetics and pharmacodynamics of intravenous anesthetics.
7. Describe the pharmacokinetics and pharmacodynamics of benzodiazepine receptor antagonists.
8. Formulate a plan of care in the clinical application of intravenous anesthetics and benzodiazepine receptor antagonists.

Credits 3

Prerequisite Courses

NRAN722

Co-Requisite Courses

NRAN783

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.

The student will:

1. Demonstrate a functional knowledge of the basic nomenclature used to study human anatomy.
2. Analyze the general anatomical locations for the body systems.
3. Describe the anatomical structures associated the body systems presented in the laboratory setting; skeletal, muscular, circulatory, visceral, and neural.
4. Examine the relationships and organization of major structures within the thorax, abdomen, head/neck, and back/limbs regions of the body.

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.

The student will:

1. Describe the anatomy and identify the parts of the autonomic nervous system, including the locations of preganglionic and postganglionic neurons, splanchnic nerves, autonomic nerve plexuses, and their target effectors. Identify the regions of the spinal cord and brainstem that contribute motor and sensory components of the autonomic nervous system.
2. Describe the anatomy and identify the parts of the brachial plexus, including its roots, trunks cords, and terminal nerves and their peripheral cutaneous and muscular distributions. Identify the regions of the spinal cord that contribute to the formation of the brachial plexus.
3. Describe the anatomy and identify the parts of the cervical, lumbar and sacral plexuses, and terminal nerves and their peripheral cutaneous and muscular distributions. Identify the regions of the spinal cord that contribute to the formation of these plexuses.
4. Describe and identify the distribution of all spinal and cranial nerves. Identify the regions of the spinal cord that contribute to the formation of the spinal nerves. Identify the regions of the brainstem, thalamus and brain that contribute to the formation of the cranial nerves.
5. Describe and identify the muscles of the face, neck, trunk, upper and lower limbs, especially their interrelationships to peripheral nerves, and major arteries and veins.
6. Describe and identify the internal anatomy of the central nervous system, especially as it relates to major motor and sensory pathways.

Credits 3

Prerequisites

Admission to DNAP or permission of instructor.

NRAN775: 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 3

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.

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.

Upon completion, students should be able to:

1. Describe the essential features of pathophysiologic processes including the body's reaction to injury and infection, the immune response and abnormalities of cellular growth
2. Explain how changes in one body system affect the functioning of another/other body system(s).
3. Interpret the natural history and clinical manifestations of specific illnesses in terms of their etiology and pathogenesis.
4. Critically compare and contrast normal and abnormal physiological changes as they occur in body systems.
5. Describe current research-based theories regarding the causes, mechanisms, and production of signs and symptoms for specific, anesthesia relevant disorders.
6. Identify signs and symptoms resulting from pathological changes in the human body.

Credits 4

Prerequisite Courses

NRAN762

NRAN770

NRAN735

NRAN775

NRAN783: 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. Prerequisite: NRAN722 Chemistry/Physics for Nurse Anesthesia Practice, NRAN762 Advanced Anatomy Lab, NRAN770 Advanced Anatomy Corequisites: NRAN735 Applied Pharmacology for Nurse Anesthesia Practice, NRAN775 Clinical Physiology.

The student will:

1. Analyze the scientific principles and practice standards for the utilization of compressed gases, contemporary anesthesia machines and breathing systems.
2. Demonstrate all components of a pre-use safety check of a contemporary anesthesia machine.
3. Discuss the relevant scientific principles of noninvasive monitoring modalities utilized in the peri-operative period.
4. Discuss electrical and fire safety precautions in nurse anesthesia practice.
5. Describe safe and effective use of patient warming and temperature assessment techniques.
6. Analyze the physiologic principles of thermal regulation in the perioperative period for patients across the lifespan.
7. Interpret the monitoring requirements as described in the Scope and Standards of Nurse Anesthesia practice.
8. Describe the principles of patient positioning in the perioperative period to protect from iatrogenic complications.

Credits 3

Prerequisite Courses

NRAN722

NRAN762

NRAN770

Co-Requisite Courses

NRAN735

NRAN775

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. Basic principles of pediatric and geriatric patient care plans are included. The student is introduced to the clinical setting in an observational role.

The student will:

1. Analyze basic and advanced airway management best practice to minimize iatrogenic complications.
2. Integrate scientific principles in the development of an individualized anesthetic plan of care for pediatric, adult and geriatric populations, inclusive of the preoperative and postoperative periods.
3. Explain advanced physical assessment techniques in the perioperative period.
4. Describe the modifications of the plan of care in the case of malignant hyperthermia.
5. Analyze the principles of vigilance and appropriate documentation in nurse anesthesia practice.
6. Demonstrate oral and written communication skills.
7. Participate in assigned clinical observation experience

Credits 3

Prerequisite Courses

NRAN710

NRAN735

NRAN775

NRAN783

Co-Requisite Courses

NRAN730

NRAN782

NRAN794

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.

The student will:

1. Describe the physiologic alterations in the pregnant patient, fetus, and newborn.
2. Develop a plan of care to accommodate the unique physiologic alterations in the pregnant patient, fetus, and newborn.
3. Discuss the pertinent clinical presentation, including physical assessment and laboratory findings, of pathophysiologic presentations.
4. Develop an anesthetic plan of care with modifications for specific pathophysiologic alterations.
5. Analyze best practice to promote improved quality of care for patients with physiologic alterations.

Credits 2

Prerequisite Courses

NRAN782

NRAN789

Co-Requisite Courses

NRAN797

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.

The student will:

1. Practice basic skills of anesthesia in a diverse patient population.
2. Integrate cognitive and psychomotor skills while caring for a virtual patient requiring anesthesia interventions.
3. Demonstrate application of evidence based interventions in uncommon anesthetic scenarios.
4. Develop interprofessional, interpersonal, leadership, and communication 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.

The student will be able to:

1. Explain the physiologic effects produced by neuraxial anesthesia/analgesia and peripheral nerve blocks including cardiovascular, pulmonary, gastrointestinal, renal, and endocrine manifestations.
2. Develop strategies for prevention and treatment of complications; and identification of contraindications to neuraxial and peripheral nerve block techniques.
3. Demonstrate sterile technique while preparing and using a spinal/epidural tray.
4. Describe neuraxial, intravenous regional anesthesia, and peripheral nerve block techniques, including anatomic landmarks, anesthetic selection and utilization of nerve stimulation and ultrasound techniques.
5. Describe the physiology of the pain phenomenon as it relates to regional anesthesia

Credits 2

Prerequisite Courses

NRAN735

NRAN762

NRAN770

Co-Requisite Courses

NRAN789

NRAN797: 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.

1. Performs physical assessment and monitoring skills for diverse patient populations across the lifespan requiring anesthesia care according to established standards of care and safety guidelines.
2. Demonstrate the ability to develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in clinical practice.
3. Develop and demonstrate critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a beginning clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Develops management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Identifies solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Recognizes the impact of health system policy on the current anesthesia practice environment and the role of the nurse anesthetist.

Credits 1.5

Prerequisite Courses

NRAN710

NRAN730

NRAN735

NRAN782

NRAN789

NRAN794

Co-Requisite Courses

NRAN791

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.

1. Self-analyze case management experience of clinical case experiences.
2. Critically appraise the case management of peer clinical case experiences.
3. Critically appraise the management of preoperative assessment, intraoperative management, and postoperative follow-up for presented clinical cases.

Credits 1

NRAN800: Transition Course

This course will identify gaps in clinical and didactic knowledge prior to return from leave of absence. After gaps are identified, an individualized plan will be formulated for return from leave of absence.

Credits 0.5

NRAN805: Professional Practice I

This course will focus on wellness issues that impact the practitioner, practice environment, and public. The course will also focus on ethics, practice standards, as well as an introduction to professional organizations and the history of nurse anesthesia.

Credits 1.5

Prerequisites

Admission to DNAP.

NRAN806: Professional Practice I

This course will be an introduction to the profession and professional organization. Additional topics will include the history of nurse anesthesia, ethics and practice standards. Wellness issues that impact the practitioner, practice environment, and public will be examined.

The student will:

1. Critically examine the purpose and function of professional organizations in anesthesia practice.
2. Examine the profession of nurse anesthesia from a historical perspective.
3. Integrate ethical principles and the AANA code of Ethics into anesthesia practice.
4. Navigate resources in order to enhance compliance with AANA practice standards.
5. Explore the ramifications of wellness on anesthesia practitioners, the public, and practice. An emphasis will be placed on the opioid crisis, stress, burnout, and incivility.

Credits 1.5

Prerequisites

Admission to Doctor of 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. The use of technology and its applications for nurse anesthesia practice will be introduced.

The student will:

1. Review frequently used statistical terminology.
2. Analyze the statistical methods commonly utilized in contemporary research applicable to the nurse anesthesia profession.
3. Identify key concepts of quantitative and qualitative research methods.
4. Examine quantitative research designs including experimental, quasi-experimental, and nonexperimental designs.
5. Examine qualitative research designs including phenomenological, grounded theory, ethnographic, and case study.
6. Recognize appropriate use of quantitative and qualitative research designs.
7. Describe the researcher's obligations to conduct and report research in an ethical manner.
8. Apply critiquing criteria to evaluate contemporary reports of research relevant to nurse anesthesia practice.
9. Identify ethical issues and aspects of cultural diversity which impact the delivery of quality care.
10. Explore the use of technology and electronically available information in the delivery of evidence-based healthcare.

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 of 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.

1. Examine and differentiate the key concepts of prototype products of scholarly integration and application.
2. Analyze ethical and cultural diversity issues relevant to scholarship.
3. Explore the application of action research, case study, qualitative descriptive, systematic review, integrative review, quality improvement and program evaluation in a healthcare setting.

Credits 3

Prerequisite Courses

NRAN797

NRAN808

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.

The student will:

1. Critically appraise the impact of health policy on healthcare and nurse anesthesia delivery.
2. Develop skills to affect both federal and state policymaking processes.
3. Assess contemporary issues in nurse anesthesia scope of practice and licensure.
4. Analyze the United States health systems structure and implications for nurse anesthesia practice.

Credits 2

Prerequisite Courses

NRAN806

NRAN852: 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.

1. Performs physical assessment and monitoring skills for diverse patient populations across the lifespan requiring anesthesia care according to established standards of care and safety guidelines.
2. Demonstrate the ability to develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in clinical practice.
3. Develop and demonstrate critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a beginning clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Develops management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Identifies solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Recognizes the impact of health system policy on the current anesthesia practice environment and the role of the nurse anesthetist.

Credits 2

Prerequisite Courses

NRAN797

Co-Requisite Courses

NRAN854

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.

The student will:

1. Use science-based theories to develop an anesthetic plan of care for patients across the lifespan experiencing a variety of specialty surgical or medical procedures.\
2. Critically appraise anesthesia management strategies for specialized populations including orthopedic, otolaryngology, ophthalmology, urology, gastrointestinal, and ambulatory surgery.
3. Evaluate outcomes to improve quality of care in diverse health care delivery systems.
4. Use information technology to collect evidence to inform nurse anesthesia practice.
5. Identify ethical issues and aspects of cultural diversity which impact the delivery of quality care.
6. Discuss health promotion and risk reduction strategies applicable to nurse anesthesia practice.
7. Demonstrate oral and written communication skills.

Credits 2

Prerequisite Courses

NRAN791

NRAN797

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.

The student will:

1. Use science-based theories to develop an anesthetic plan of care for patients across the lifespan experiencing a variety of specialty surgical or medical procedures.
2. Critically appraise anesthesia management strategies for specialized populations including cardiac, thoracic, vascular, and neurosurgery.
3. Evaluate outcomes to improve quality of care in diverse health care delivery systems.
4. Discuss health promotion and risk reduction strategies applicable to nurse anesthesia practice.

Credits 4

Prerequisite Courses

NRAN854

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.

1. Self-analyze case management experience of clinical case experiences.
2. Critically appraise the case management of peer clinical case experiences.
3. Critically appraise the management of preoperative assessment, intraoperative management, and postoperative follow-up for presented clinical cases.
4. Use information technology to collect evidence to inform nurse anesthesia practice
5. Demonstrate oral and written communication skills.

Credits 1

NRAN858: 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.

1. Performs advanced physical assessment and monitoring skills for patients with complex co-existing diseases requiring anesthesia care in specialized areas (cardiothoracic, obstetrical, neurosurgical, etc.) according to established standards of care and safety guidelines.
2. Demonstrate the ability to independently develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in specialized areas of clinical practice.
3. Develop and demonstrate advanced critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in specialized areas of anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a proficient clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Demonstrates management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Formulate solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Create potential solutions to health policy and research issues relevant to the current anesthesia environment and the role of the nurse anesthetist

Credits 2

Prerequisite Courses

NRAN852

Co-Requisite Courses

NRAN855

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.

The student will:

1. Select treatment modalities utilizing knowledge of pain theories.
2. Analyze treatment modalities within a framework of pathophysiology and/or a pain theory.
3. Apply the pharmacodynamics and pharmacokinetics of analgesics to nursing care.
4. Evaluate pain management interventions.
5. Value the role of the patient and family in the selection of pain management modalities.
6. Assess the psychosocial component in the context of pain and pain management.

Credits 3

Prerequisite Courses

NRAN791

NRAN794

NRAN86o: 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, critical care, and obstetric anesthesia and analgesia.

The student will:

1. Use science-based theories to develop an anesthetic plan of care for patients across the lifespan experiencing a variety of specialty surgical or medical procedures.
2. Critically appraise anesthesia management strategies for specialized populations including critical care, obstetric, and difficult airway.
3. Evaluate outcomes to improve quality of care in diverse health care delivery systems.
4. Discuss health promotion and risk reduction strategies applicable to nurse anesthesia practice.

Credits 2

Prerequisite Courses

NRAN855

NRAN862: 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.

1. Performs advanced physical assessment and monitoring skills for patients with complex co-existing diseases requiring anesthesia care in specialized areas (cardiothoracic, obstetrical, neurosurgical, etc.) according to established standards of care and safety guidelines.
2. Demonstrate the ability to independently develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in specialized areas of clinical practice.
3. Develop and demonstrate advanced critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in specialized areas of anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a proficient clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Demonstrates management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Formulate solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Create potential solutions to health policy and research issues relevant to the current anesthesia environment and the role of the nurse anesthetist.

Credits 1.5

Prerequisite Courses

NRAN858

Co-Requisite Courses

NRAN86o

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. Students will prepare a written and oral presentation on a selected clinical topic utilizing current research. Topics include trauma, neonatal, hepatic, organ transplantation, organ retrieval, and burn treatment.

The student will:

1. Use science-based theories to develop an anesthetic plan of care for patients across the lifespan experiencing a variety of specialty surgical or medical procedures.
2. Critically appraise anesthesia management strategies for specialized populations including neonates, congenital heart defects, burns, and trauma.
3. Evaluate outcomes to improve quality of care in diverse health care delivery systems.
4. Discuss health promotion and risk reduction strategies applicable to nurse anesthesia practice.

Credits 4

Prerequisite Courses

NRAN860

NRAN867: 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.

1. Performs advanced physical assessment and monitoring skills for patients with complex co-existing diseases requiring anesthesia care in specialized areas (cardiothoracic, obstetrical, neurosurgical, etc.) according to established standards of care and safety guidelines.
2. Demonstrate the ability to independently develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in specialized areas of clinical practice.
3. Develop and demonstrate advanced critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in specialized areas of anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a proficient clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Demonstrates management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Formulate solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Create potential solutions to health policy and research issues relevant to the current anesthesia environment and the role of the nurse anesthetist.

Credits 2

Prerequisite Courses

NRAN862

Co-Requisite Courses

NRAN865

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

NRAN872: 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.

1. Performs advanced physical assessment and monitoring skills for patients with complex co-existing diseases requiring anesthesia care in specialized areas (cardiothoracic, obstetrical, neurosurgical, etc.) according to established standards of care and safety guidelines.
2. Demonstrate the ability to independently develop, select, and implement a plan of anesthesia care based upon evidence-based approach to problem-solving required of anesthesia delivery in specialized areas of clinical practice.
3. Develop and demonstrate advanced critical thinking and problem-solving skills required of anesthesia providers to promote patient safety and efficient healthcare delivery in specialized areas of anesthesia clinical practice.
4. Demonstrates sound cognitive, affective, and psychomotor skills appropriate of a proficient clinical nurse anesthetist required for delivery of safe anesthesia care to a diverse patient population across the life span.
5. Demonstrates management and leadership skills as a member of the interdisciplinary team utilizing information and health care technologies centered upon effective communication.
6. Supports clinical decisions and actions with didactic content and evidence-based research in the clinical learning environment that promotes patient healthcare outcomes.
7. Formulate solutions to ethical and legal issues related to the client population and the nurse anesthetist.
8. Create potential solutions to health policy and research issues relevant to the current anesthesia environment and the role of the nurse anesthetist.

Credits 2

Prerequisite Courses

NRAN867

Co-Requisite Courses

NRAN875

NRAN875: 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.

1. Integrate the basic principles of anesthesia with total patient care management
2. Incorporate advanced principles of anesthesia into a holistic patient care plan
3. Design an anesthesia care management plan utilizing principle of advanced human anatomy and physiology
4. Appraise the clinical pharmacological applications in an anesthesia plan of care
5. Analyze the effects of chemistry and physics principles involving anesthesia care

Credits 3

Prerequisite Courses

NRAN865

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.

1. Use information technology to collect evidence to inform nurse anesthesia practice
2. Demonstrate oral and written communication skills.

Credits 1

NRANgo8: 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.

1. Refine the ability to critically appraise and analyze research that has significance to nurse anesthesia practice.
2. Explore creative methods of translating research evidence into alterations in practice based upon predictable outcomes.
3. Discover the means by which an evaluation of current practice methods leads to the further development of new research questions.
4. Develop skills in identifying areas within the peri-anesthesia setting amenable to quality improvement study and in the implementation and analysis of quality improvement research.
5. Consider the means by which a "culture" of evidence based practice can be developed within the nurse anesthesia profession.
6. Demonstrate oral and written communication skills.

Credits 1

NRANg10: 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. Prerequisite: NRAN8o6 Professional Practice I.

The student will:

1. Assimilate leadership theories and models into an effective leadership style utilizing self-identified qualities.
2. Utilize leadership strategies to advance the nurse anesthesia profession and influence public opinion and health policy.
3. Analyze the purpose, process, and implementation of institutional policy change.
4. Examine fiscal leadership qualities essential to the chief CRNA and anesthesia department manager.
5. Analyze clinical leadership principles to promote patient safety and cost effective care.

Credits 2

Prerequisite Courses

NRAN8o6

NRANg20: DNAP Scholarly Project Proposal

This course guides the student through developing required components for a selected DNAP scholarly project. Students will develop and present their DNAP Scholarly Project Proposal to faculty and peers.

The student will:

1. Utilize the principles of scholarly inquiry to retrieve, review, and analyze existing published literature.
2. Initiate an exploratory literature review for an area of inquiry related to nurse anesthesia.
3. Demonstrate effective oral and written communication in the presentation of the DNAP Scholarly Project proposal

Credits 2

Prerequisite Courses

NRAN812

NRAN925: DNAP Scholarly Project I

This course is a continuation of the DNAP Scholarly Project initially formulated in NRAN930: DNAP Scholarly Project Proposal. Emphasis is on fundamental skills of systematic inquiry, interpretation, and evaluation of research for applicability to the nurse anesthesia profession. Students will focus on implementation of previously identified methodology and begin analysis and interpretation of results.

The student will:

1. Execute the identified project methodology.
2. Critically appraise newly identified evidence to determine project outcomes.
3. Demonstrate effective written communication in the creation of the DNAP Scholarly Project paper.

Credits 2

Prerequisite Courses

NRAN920

NRAN928: DNAP Scholarly Project II

This course is the culmination of the DNAP Scholarly Project. Emphasis is placed on analysis of results, applicability to anesthesia practice, and public dissemination. Prerequisite: NRAN925 DNAP Scholarly Project I.

The student will:

1. Complete the identified project methodology.
2. Analyze project results, their impact on nurse anesthesia practice, and make recommendations for practice.
3. Demonstrate effective written and oral communication in the finalization of the DNAP Scholarly Project paper and dissemination of results.

Credits 2

Prerequisite Courses

NRAN925

NRAN933: Professional Practice II

This course will focus on professional issues that impact anesthesia practice including reimbursement, and the legal system.

Credits 1.5

Prerequisite Courses

NRAN805

NRAN820

NRAN910

NRAN934: Professional Practice II

This course will focus on professional issues that impact anesthesia practice including reimbursement, and the legal system.

The student will:

1. Investigate anesthesia payment processes that impact reimbursement for anesthesia care services.
2. Exhibit a working knowledge of the implications of the legal system on anesthesia practice and professional issues.

Credits 1.5

Prerequisite Courses

NRAN806

NRAN910

NRAN820

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

MGMT720: Demystifying Telehealth

This course provides a general overview of telehealth and the role it can play in providing access to care by connecting communities with necessary resources. This course will explore various services offered via telehealth and the technology used to provide those services. Regulatory considerations, consumer preferences, and perceptions around telehealth will also be discussed.

Credits 3

MGMT725: Medical Laboratory Management Essentials

This course focuses on common responsibilities and skills needed for laboratory leadership. An emphasis on meeting regulatory requirements for laboratory administration will lead students in gaining skills used to successfully manage a high quality laboratory. Students will discuss the application of management practices, such as financial decision making and human resource management, within laboratory settings. Students will learn how to collaborate with other healthcare professionals to meet organizational goals.

Credits 3

MGMT730: Virtual Care, Virtually Anywhere

General overview of a Virtual First approach as a care delivery method used to improve patient and provider experiences, reduce costs, and improve outcomes. We will explore various applications of a Virtual First strategy, key care components included, and consumer preferences.

Credits 3

Nursing

HPED/NURS701: Teaching Strategies, Curriculum, and Assessment in Healthcare

This course addresses three core components in healthcare education: teaching strategies, assessment, and curriculum. Teaching strategies includes designing, planning, implementing, and evaluating engaging learning experiences. Assessment and evaluation of course, curriculum, and program levels will be explored. In addition, students will address design of curricular elements and engagement of constituents into the curriculum development and revision process. Throughout the course emphasis will be placed on evidence based practice of each component.

Credits 4

Prerequisites

None

HPED/NURS825: Leadership and Policy in Education

Students will analyze policy and politics affecting healthcare and education at local, regional, and national levels. Relevant leadership principles will be applied in the work of advocating for professional disciplines, the well-being of the public, and the betterment of higher learning. Students will explore means for leaders to collaborate and build consensus to address complex issues in their respective healthcare fields.

Credits 4

Prerequisites

None

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

NURS360A: Community Health Nursing

This course applies health promotion concepts across the lifespan in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with community partners and include analysis of community systems, health disparities, and social determinants of health.

Credits 4

Prerequisites

[NURS349A](#)

[NURS363A](#)

[NURS470A](#)

Corequisites

[NURS366A](#)

[NURS460A](#)

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

3 credits general education elective with cultural studies designation.

Prerequisite Courses

NURS480

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

Corequisites

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

Course Description:

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 change, nursing, learning, and leadership theories.

Course Outcomes:

Upon completion of this course, the student will:

1. Explore the process of theory development.
2. Compare and contrast theories that serve as a basis of nursing practice.
3. Analyze change theory strategies in practice situations.
4. Apply select nursing, leadership, and learning theories to nursing practice.
5. Examine one's own personal philosophy of nursing, leadership, and learning.

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 2

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

NURS750

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

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

NURS750

Co-Requisite Courses

NURS727

NURS755

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS734

NURS738

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS734

NURS738

Co-Requisite Courses

NURS742

NURS782

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

NURS750

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

NURS750

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

Prerequisite Courses

NURS730

NURS774

Co-Requisite Courses

NURS780

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS734

NURS738

NURS774: Capstone I

The first of two capstone courses in which students will conceptualize a quality improvement or evidence-based project with extensive literature review. Students will collaborate with key stakeholders to develop the capstone project proposal.

CO1: Design a capstone project that effectively addresses a relevant nursing practice issue.

CO2: Utilize evidenced-based quality improvement and professional standards in the design of the project.

CO3: Analyze pertinent nursing and interdisciplinary research literature to inform project development.

CO4: Integrate legal, ethical, and diversity considerations into the project proposal.

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.

Corequisites

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS738

NURS750

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

Or instructor permission.

Prerequisite Courses

NURS715

NURS722

NURS723

NURS733

NURS734

NURS738

NURS784: Capstone II

The second of two capstone courses in which students will develop, implement, analyze, and disseminate a quality-improvement or evidence-based project. Students will integrate and synthesize knowledge gained throughout the program into the project.

CO1: Implement the capstone project utilizing evidence-based quality improvement standards.

CO2: Demonstrate proficiency at analyzing and using evidence in nursing practice.

CO3: Analyze ethical, legal, financial, and socio-political practices within organizational settings and inter-professional teams.

CO4: Integrate the multiple roles of advanced nursing practice into the capstone project.

CO5: Disseminate results from project in a scholarly forum.

Credits 3

Prerequisite Courses

NURS774

Corequisites

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

Prerequisite Courses

NURS745

Co-Requisite Courses

NURS747

NURS774