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General Information

Graduate College Catalog

This edition of the Graduate Student Catalog is effective August 1, 2026.

Students are expected to utilize the Student Catalog as a reference while a student at Bryan College of Health Sciences. It contains College requirements and policies. Prior to the 2026-2027 Academic Year, the College published a separate College Catalog as well as Undergraduate Handbook. Starting in Fall 2026, those two documents merged into a single Undergraduate Student Catalog.

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, requirements for degrees or other school related services. Revised policies, rules, and procedures supersede previous policies, rules, and procedures. Updates to the published catalog are reflected in the catalog located on the College [website](#).

Students will complete the degree requirements for the catalog in effect at the start of their enrollment in that degree program but may opt to request to switch to updated degree requirements in a newer catalog if it is in their best interest.

Failure to adhere to all Bryan Medical Center, Agency and College policies may be grounds for dismissal, regardless of clinical/ classroom performance.

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:

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

Our 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



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.

Equity Statement

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

Non-Discrimination Policy

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

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

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

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

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

Philosophy of Assessment of Student Learning

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

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

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.

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.

Academic Calendar

2026-2027 Academic Calendar

Fall Semester	Academic Dates
August 19-21, 2026	New Student Orientation
August 24, 2026	First day of classes - Full semester courses & Accelerated BSN Block 1 courses
August 30, 2026	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 1 Courses (via Student Portal)
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 6, 2026	Final day for 75% tuition refund - Full semester courses, Final day for 50% tuition refund - Accelerated BSN Block 1 courses
September 7, 2026	NO CLASSES - Labor Day
September 14, 2026	Final day for 50% tuition refund - Full semester courses, Final day for 25% 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 16, 2026	Final day of Accelerated BSN Block 1 Courses
October 19-20, 2026	NO CLASSES - Fall break
October 21, 2026	First day of classes - Accelerated BSN Block 2
October 25, 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
November 1, 2026	Final day for 50% tuition refund - Accelerated BSN Block 2 Courses
November 2, 2026	Open Registration begins for Spring
November 8, 2026	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
November 13, 2026	Last day to Withdraw and receive a grade of "W" - Full semester courses
November 15, 2026	Last day to apply for May graduation
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 7, 2026	Continuing Student Registration Deadline (Spring Registration)
December 14-18, 2026	Finals Week
December 18, 2026	Final day of semester/Accelerated BSN Block 2 Courses
December 18, 2026	Fall graduation

Spring Semester	Academic Dates
January 7-8, 2027	New student orientation
January 11, 2027	First day of classes - Full semester courses & Accelerated BSN Block 1 Courses
January 17, 2027	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 1 Courses (via Student Portal)
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, Final day for 50% tuition refund - Accelerated BSN Block 1 courses
February 1, 2027	Final day for 50% tuition refund - Full semester courses, Final day for 25% 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	Final day of Accelerated BSN Block 1 Courses
March 8, 2027	First day of classes - Accelerated BSN Block 2 Courses
March 14, 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 and Fall
April 2, 2027	Last day to Withdraw and receive a grade of "W" - Full semester Courses
April 5, 2027	Open Registration begins for Summer and Fall
April 15, 2027	Last day to apply for December Graduation
April 23, 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

Spring Semester Academic Dates

May 7, 2027 Spring graduation

Summer Semester Academic Dates

May 10, 2027 First day of classes - 13 Week Session, 1st 8 Week Session, and 5 Week Session
May 10, 2027 Continuing Student Registration Deadline (Fall Registration)
May 16, 2027 Last day to drop/add classes - 13 week Session, 1st 8 week Session, or 5 Week Session (via Student Portal)
May 16, 2027 Final Day for 100% Refund - 13 week Session, 1st 8 week Session, or 5 Week Session
May 17, 2027 First day of classes - 10 Week Session
May 21, 2027 Tuition Statements available on Student Portal
May 23, 2027 Last day to drop/add 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 First day of classes - 2nd 8 Week Session
June 11, 2027 Final day of 5 Week Session
June 13, 2027 Last day to drop/add - 2nd 8 Week Session
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 Final day of 1st 8 Week Session
July 5, 2027 NO CLASSES - 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 Final day of 10 Week Session
July 30, 2027 Final day of 2nd 8 week session
August 6, 2027 Final day of Summer term/13 Week Session
August 6, 2027 Degree conferral date

Accreditation

College Wide Information

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.

Program Specific Information

Nurse Anesthesia

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.

MSN/Post-Master's Certificate

The master's/post-master's certificate nursing program at Bryan College of Health Sciences is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326.

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

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

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

Licensure

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.

Academic Offerings

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.

Notice of Rights - Federal Disclosure

Notice of Rights Under Federal Conscience and Nondiscrimination Laws

Bryan Health complies with applicable Federal health care conscience protection statutes, including the Church Amendments, 42 U.S.C. 300a-7; the Coats-Snowe Amendment, section 245 of the Public Health Service Act, 42 U.S.C. 238n; the Weldon Amendment, e.g., Consolidated Appropriations Act, 2023, Public Law 117-328, div. H, title V General Provisions, section 507(d)(1) (Dec. 29, 2022); Sections 1303(b)(1)(A), (b)(4), and (c)(2)(A), and 1411(b)(5)(A), and 1553 of the ACA, 42 U.S.C. 18023(b)(1)(A), (b)(4), and (c)(2)(A), 18081(b)(5)(A), and 18113; certain Medicare and Medicaid provisions, 42 U.S.C. 1320a-1(h), 1320c-11, 1395i-5, 1395w-22(j)(3)(B), 1395x(e), 1395x(y)(1), 1395cc(f), 1396a(a), 1396a(w)(3), 1396u-2(b)(3)(B), 1397j-1(b), and 14406; the Helms, Biden, 1978, and 1985 Amendments, 22 U.S.C. 2151b(f), accord, e.g., Consolidated Appropriations Act, 2023, Public Law 117-328, div. K, title VII, section 7018 (Dec. 29, 2022); 22 U.S.C. 7631(d); 42 U.S.C. 280g-1(d), 290bb-36(f), 1396f, 1396s(c)(2)(B)(ii); 5106i(a)); and 29 U.S.C. 669(a)(5).

You may have rights as a provider, patient, or other individual under these Federal statutes, which prohibit coercion or other discrimination on the basis of conscience, whether based on religious beliefs or moral convictions, in certain circumstances. If you believe that Bryan Health has violated any of these provisions, you may file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights, electronically through the Office for Civil Rights Complaint Portal, available at hhs.gov/ocr/complaints/index.html or by mail or phone at: U.S. Department of Health and Human Services, 200 Independence Avenue SW, Room 509F, HHH Building, Washington, DC 20201, 1-800-368-1019, 800-537-7697 (TDD) or by email at ocrmail@hhs.gov. Complaint forms and more information about Federal conscience protection laws are available at hhs.gov/conscience.

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 included in the Student Health Policy and Health Services.

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.

Contact Information

Admissions Office

Bryan College of Health Sciences

1535 South 52nd Street

Lincoln, NE 68506-1398

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

Website: bryanhealthcollege.edu

Office hours:

Monday-Friday 8 a.m. – 4:30 p.m.

Financial Information

Financial Aid

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

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

*Students applying for governmental financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). Before completing the FAFSA, students should apply for a Federal Student Aid (FSA) ID, which provides access to Federal Student Aid's online systems and serves as the student's legal electronic signature. Dependent students should also encourage a parent to apply for an FSA ID. Bryan College of Health Sciences' federal school code is 006399.

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

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

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

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

Federal Financial Aid Refund Policy

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

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.

Return of Title IV Funds Policy

General Requirements

Federal Title IV financial aid funds are awarded with the expectation that a student will complete the enrollment period. When a student withdraws, Bryan College of Health Sciences must determine earned aid and return unearned funds in accordance with 34 CFR 668.22 and U.S. Department of Education guidance.

A Return of Title IV Funds calculation must be performed when a student who received, or was eligible to receive, Title IV aid ceases attendance in all Title IV eligible coursework before completing the enrollment period.

A return calculation generally is not required when the student never began attendance, continues in a Title IV eligible course, has an approved LOA, did not receive Title IV aid, or received only Federal Work-Study.

Official Withdrawals

Students may initiate a request to withdraw from Bryan College of Health Sciences for various reasons. Students should follow the "Withdrawal from the College" policy in the Catalog. Withdrawal may result in a Return of Title IV Funds calculation and adjustment of aid eligibility.

The official date of withdrawal is determined by the date the Request to Withdraw Form is initiated by the student or school official. The student will receive a tuition refund according to the College's tuition refund policy, if applicable. Federal financial aid will be returned according to the Return of Title IV Funds policy.

Anytime a student begins attendance in at least one course but does not begin attendance in all the courses they were scheduled to attend, regardless of whether the student is a withdrawal, the College will check to see if it is necessary to recalculate the student's eligibility for Pell Grant and Campus-Based funds based on a revised enrollment status and cost of education.

Administrative Withdrawal

Students should refer to the "Administrative Withdrawal policy from the College and Administrative Withdraw from a Course" policy in the Catalog. The College will determine the withdrawal date for federal aid purposes using federally required standards.

The official date of withdrawal will be determined by the date the student last attended an academically related activity (i.e. attended a class, took an exam or turned in an on-line assignment) for an enrolled student or the first date of the term 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 College's tuition refund policy. Federal financial aid will be returned according to the Return of Title IV Funds policy. The student will be placed on a transcript hold if there are unmet obligations to the College. Students who are listed on a class roster but have not attended class or clinical by the end of the first week of a term may be administratively withdrawn from the course.

Unofficial Withdrawals

Students who cease attendance without completing official withdrawal procedures may be considered unofficial withdrawals and may be subject to a Return of Title IV Funds calculation.

When a student stops attending all courses during a semester, the student may be considered to have unofficially withdrawn from the College. Because the student does not complete withdrawal procedures, the College relies on faculty members to notify the Registrar when a student has ceased attendance and to provide the last date of an academically related activity. If faculty members are not aware of the student's lack of attendance or participation, the College may identify the situation through its evaluation of satisfactory academic progress and academic records.

During this review, the Registrar may initiate an investigation when a student fails to successfully complete all attempted coursework or receives failing or non-passing grades in all attempted courses. The investigation may include contacting faculty members to determine the last date the student participated in an academically related activity.

Students who cease attendance without following official withdrawal procedures may also be subject to the “Administrative Withdrawal from the College” or “Administrative Withdrawal from a Course” policing in the Catalog.

The Director of Financial Aid will be notified of the student's unofficial withdrawal status and the last date of academically related activity. If the student is determined to be withdrawn for Title IV purposes, a Return of Title IV Funds calculation will be performed, and any required return of federal funds will be completed in accordance with the Return of Title IV Funds policy.

Leave of Absence

Students should follow the “Leave of Absence” policy in the Catalog. For Title IV purposes, only federally approved leaves of absence are excluded from Return of Title IV Funds requirements. If a leave of absence fails to meet federal requirements, the student will be considered withdrawn for Title IV purposes and a Return of Title IV Funds calculation will be performed, if required.

Earned and Unearned Aid

Students earn aid proportionally through the first 60 percent of the payment period. Students completing more than 60 percent are considered to have earned 100 percent of scheduled Title IV aid.

Scheduled breaks of five or more consecutive days are excluded from the Return of Title IV Funds calculation as required by federal guidance.

Students who earned more aid than were disbursed prior to withdrawal may qualify for a post-withdrawal disbursement.

Return of Unearned Funds

If a student withdraws, the College will determine the amount of Title IV aid earned and unearned in accordance with federal regulations. The College will return the lesser of the amount of unearned Title IV aid; or Institutional charges multiplied by the percentage of unearned Title IV aid.

The College will apply the “Tuition Refund Policy” from the Catalog and determine any institutional tuition refund due within 30 days of: (1) receiving official notice of the student's withdrawal; or (2) determining that the student withdrew based on the last date of attendance or academically related activity.

Any unearned Title IV funds will be returned in the order required by applicable federal regulations and Title IV program requirements.

Non-Title IV Funds

Institutional aid, private aid, and private loans will be administered under applicable College policies. Federal Work-Study earnings are excluded from R2T4 calculations.

Student Repayment Responsibility

Students may owe balances to the College when federal aid must be returned following withdrawal.

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 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 a 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.

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 Student Catalog 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 Policies

The *Graduate Student 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.

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.

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.

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.

Registration and Enrollment

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

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.

Registration

For continuing students, registration occurs in March/April for the summer and fall semesters, and in October/November for the spring semester. New student registration occurs after priority registration for continuing students closes, as indicated on the Academic Calendar. Students will be notified regarding course offerings prior to registration. The course schedules will be available on the College website. The College reserves the right to cancel any course offering for which enrollments are insufficient and to condense section offerings based on enrollments prior to the start of the semester.

Registration dates are indicated on the Academic Calendar, including a continuing student registration deadline. Students who are active or on a leave of absence must register by that deadline in order to guarantee registration in their next semester courses. If a student has not registered by the registration deadline they will be contacted by the Registrar's office electronically.

- If a student is on a hold that requires removal by a college employee (e.g. financial, immunization) the Registrar's Office will contact the student to confirm that the student is working to remove their hold and intends to return. If the student has not confirmed their intent to return within two weeks of this notification, the student may not be guaranteed a seat in courses for the upcoming semester, which may result in a delayed graduation.
- If a student has no holds, or only has holds that can be removed immediately upon completion of a form by the student, the Registrar will notify the student that if they do not complete registration within two weeks, the student may not be guaranteed a seat in courses for the upcoming semester, which may result in a delayed graduation.
- If a student's graduation date will be delayed as a result of not communicating their intent to return or completing registration the Registrar's office will notify the student and their Academic Advisor when this is determined.

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.

Holds

A hold is placed on a student's account when they have not completed a necessary requirement to continue in their program. Examples of reasons for a hold include: failure to complete a required form, failure to attend or schedule a required Student Code of Conduct meeting, failure to complete Student Health requirements.

When a hold is placed on a student account, the student will not be able to register for future terms or add courses to the current term. Individual information about type of holds is available in the Student Information System (SIS) or from the Registrar's office.

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.

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.

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.

Petition of Exceptions to Program Curriculum Requirements

A Petition of Exceptions to Program Curriculum Requirements is a formal request submitted by a student to modify the established program requirements, including clinical, internships, classroom, or other curricular components. The student should initiate the process by contacting their advisor. The petition initiates a curriculum subcommittee review to determine if the proposed request meets program outcomes/requirements.

1. All petitions must be submitted through a formal request by the student using the Petition of Exceptions to Program Curriculum Requirements form. The student will work with their faculty advisor or the Assistant Registrar to complete the form. The faculty advisor or Assistant Registrar will forward the petition to the respective curriculum committee for review.
2. The committee will review the petition and make a decision.

3. The Committee Chair will prepare and sign a letter within five business days of the meeting to inform the student of the committee's decision and rationale. The Committee Chair will send the letter to the Registrar's office, and the Registrar will provide a copy of the letter to the Dean, Advisor, and Student.

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.

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.

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.

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.

Leave of Absence 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.

Dismissal

Dismissal for Cause

Failure to meet the requirements as listed in the Bryan College of Health Sciences Student Catalog 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.

Academic Dismissal

In addition to dismissal for cause, a student may be dismissed due to unsuccessful academic performance when they earn a grade resulting in progression review and that review results in dismissal as outlined in the Grading System and by individual department requirements.

Appeal of Dismissal

Students who wish to appeal a dismissal should do so through the Student Grievance Process.

Dismissal Procedure

Students dismissed from the Bryan College of Health Sciences must carry out the following procedures:

1. Turn in the student name tag and any keys checked out to the student. A fine of \$100.00 will be charged for any lost medication access key that is not turned in.
2. Return all resource materials to the Library and skills lab equipment to the Bryan College of Health Sciences Office. If assigned a locker, remove the lock and all contents.
3. Check to make certain that all financial obligations have been met.
4. Arrange to schedule repayment of student loans through the Financial Aid Office.

Attendance Policy

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

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

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

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

Testing and Grading

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.

Test/Exam Guidelines

Test/Exam Guidelines pertain to all paper pencil or computerized testing and quizzes given at the college.

Campus Proctored Testing/Classroom Proctoring:

- Students are reminded to be aware of the academic integrity policy prior to the start of a test/quiz.
- No food, drink, or other personal items may be on the desktop or immediate floor area during test/exams.
- All cell phones are to be off, not on vibrate and are to be kept with personal belongings at the designated area of the room away from the testing area.
- No personal electronic devices may be used. Calculators will be provided.
- Pencils will be supplied for testing; no personal pens or pencils will be allowed.
- Students may not leave the room during the examination without first handing their test/quiz in to be graded as complete.
- All hats must be removed before beginning the examination and left in the personal belongings area.
- Faculty may choose to provide arranged seating assignments.
- Faculty may decline to answer any questions asked during an examination.
- An alternate test/quiz may be given to students making up a missed test/quiz.
- If at any time the proctor feels that the integrity of the test has been compromised, the proctor may end the test and call the course faculty or the Distance Education Director for further directions.

Testing Using Computers:

When using computerized tests, students are to sign out and walk away from the computer. No other websites are to be opened during the test time. When the test is complete and everyone returns to the room, computers are to be turned off, closed and stored, if from the computer cart. If the computer is personal property, students are to immediately log out of and close CANVAS.

If at any time the faculty-proctor feels the integrity of the test has been compromised, the faculty may end the test.

Semi-Private Room Testing:

Students requiring extra testing time or semi-private room testing are to notify the Academic Support Services Director/ADA Coordinator, at the start of each semester to make arrangements for semi-private room testing. Students with a documented learning disability who require extra time for exams, or a quieter setting than the classroom allows, are granted semi-private room testing. Referral for semi-private room testing may also be obtained from Continuum EAP or another professional counselor. Students who must have the exam read to them are granted private room testing. All other students requesting semi-private room testing must meet with the Academic Support Services Director/ADA Coordinator to discuss their request, after which a decision will be made regarding the requested accommodation/s. Decisions to allow semi-private room testing are made on a case-by-case basis. If accommodations such as wearing ear plugs or sitting facing a wall are sufficient, students will be encouraged to use these techniques while taking the exam in a classroom. If test anxiety is the reason the student requests semi-private room testing, a referral will be made to Counseling Services for assistance which might include biofeedback to help the student focus when taking exams.

Testing Center:

- All the classroom testing guidelines will be adhered to.
- Use of the testing center will be arranged by the Academic Support Services Director/ADA Coordinator.
- Prior to admittance students must check in by showing a valid picture ID.
- Testing center proctors will turn away anyone without a picture ID.

Off Campus Proctored Testing:

- On campus students taking online courses are expected to use the testing center. The testing center is available for fully online students wishing to use this option. Student must fill out form, Student Application for Distance Proctor.
- Proctor request forms must be received at the College at least 2 weeks in advance of the first proctored event.
- A single proctor is to be arranged for the entire semester whenever possible.
- Proctors must not be related to the student or be the student's direct supervisor.
- Proctors must fit one of the following descriptions:
 - Clergy
 - Elementary, Middle or High School teachers
 - College faculty
 - Military Education Officer or Officer of rank higher than student
 - Supervisor from a different department or more than one level above student
 - Faculty may request exceptions to the above from their Dean/Coordinator/Chair
- Any payment due proctors will be the student's responsibility. Payment must not be construed by the student or the proctor to be anything other than a contract to pay for the proctor's time. No exceptions to proctoring policies are to be expected based on payment. The proctor is at all times serving the College's interest.
- The proctor's responsibilities are to complete or enforce the following:
 - Check the ID of the student using a driver's license or other photo ID
 - No food, drink, or other personal items may be on the desktop or immediate floor area during test/exams.
 - All cell phones are to be off, not on vibrate and are to be kept with personal belongings at the designated area of the room away from the testing area.
 - No personal electronic devices may be used. Calculators will be provided.
 - Pencils will be supplied for testing; no personal pens or pencils will be allowed.
 - Students may not leave the room during the examination without first handing their test/quiz in to be graded as complete.
 - All hats must be removed before beginning the examination and left in the personal belongings area.
 - Faculty may choose to provide arranged seating assignments.
 - Faculty may decline to answer any questions asked during an examination.
 - If at any time the proctor feels that the integrity of the test has been compromised, the proctor may end the test and call the course faculty or the Distance Education Director for further directions.

Computer Based Tests:

If the test is online, the proctor will receive by email or US Mail the password to use to access the test on CANVAS, the learning management system the College uses for online content. The student is responsible for locating the test and opening the page that requires the password. The proctor will enter the password without sharing it with the student.

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.

Mandatory and Voluntary Assessment of Student Learning

All incoming students will be informed about the Philosophy of Assessment of Student Learning upon enrollment. Information will include mandatory standardized testing and voluntary assessment participation. Receipt of this policy notification will be obtained through student signatures which will be kept as a permanent record by the Registrar's office. Students will also be given the opportunity to consent to voluntary participation in additional College assessment activities.

Comprehensive Assessment

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

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

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

Master's Thesis and Doctoral Dissertation Formats

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

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.

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.

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.

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.

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.

Final Course Grade Dispute Policy

Final Course Grade Dispute Policy

The purpose of the grade dispute policy is to ensure due process for a student wishing to dispute the final course grade that has been assigned to them as appearing on their official transcript. This policy is to be used only for final grades. Students should meet with instructors within one week (or the time frame indicated on the syllabus) for grades on individual assignments. 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 a final grade dispute is in progress. Should the resolution result in an upheld non-passing grade, the student will be administratively dropped from any course(s) for which the disputed grade was a prerequisite and receive a full refund for tuition for the course(s) from which they are dropped. The dropped courses will also not be transcribed. Academic Deans will advise students on any additional progression issues related to a upheld non-passing grade.

Final Course Grade Dispute Procedure

General Guidelines for Final Grade Dispute Resolution:

- At no point in this process will a decision be made by an administrator
- All Records from the grade dispute process will reside in the student's educational record
- At all times parties will comply with FERPA and the college's Non-Discrimination policy throughout a Final Course Grade Dispute Procedure.
- At no time will any party face retaliation as a result of their participation in a Final Course Grade Dispute Procedure
- All Course Grade Dispute Procedure proceedings will be kept confidential by those involved in that step of the process

Steps

1. The student will send a written request to the faculty member who assigned the disputed grade. The request should include the rationale for the grade dispute as well as any evidence the student would like to provide. If the faculty member is unable to respond to the student within 5 business days of receiving the initial contact the student may move directly to Step 3 by forwarding their written request to the student's program. If the faculty member overseeing the course is not a member of that department, the Academic Dean will collaborate with the faculty member's Academic Dean throughout the process. **Responsible Party:** Student, **Timeline:** Within 5 business days after posting of final grades for the semester in which the grade was assigned.
2. Upon receipt of a grade dispute written request, the faculty will schedule a meeting with the student. The faculty and student will meet for a conversation to discuss the written request regarding the disputed grade. The faculty will inform the division Dean of this conversation no matter the outcome. **Responsible Party:** Faculty, **Timeline:** Within 5 business days of receiving the written request from the student.
3. If the student deems the outcome of Step 2 as unsatisfactory, the student will inform the faculty and appropriate Academic Dean that the conversation with the faculty did not resolve the dispute and request a meeting with the Dean. Students may bring their academic advisor as a support person. If the advisor is involved in the dispute, the registrar or assistant registrar may serve instead. Support persons may not participate in the process; students must present their concerns themselves. **Responsible Party:** Student, **Timeline:** Within 5 business days of the conclusion of Step 2
4. The Dean will schedule individual meetings with the student faculty to provide mediation and input. The faculty will provide a decision regarding the grade appeal within 3 business days of meeting with the Dean. **Responsible Party:** Dean, **Timeline:** Within 5 business days of receiving the student's request pending schedule availability of the Dean and faculty.

5. If the student deems the outcome of Step 4 unsatisfactory, the student will inform the Dean that the mediation did not resolve the dispute and request a meeting with the Provost in writing by forwarding their initial written request to the Provost as well as any additional information they would like to share. **Responsible Party:** Dean, **Timeline:** Within 5 business days of the conclusion of Step 4.
6. The Provost will convene a grade dispute committee (GDC) consisting of 3 faculty members from the same or closely related division as the faculty with whom the dispute was initiated. **Responsible Party:** Provost, **Timeline:** Within 5 business days of meeting with the student pending faculty availability.
7. The GDC will hold a formal hearing that includes the student, faculty, and GDC members. Students and faculty will be informed that during the hearing each will have a chance to present to the committee, and that the committee may ask questions of either party. In addition, the GDC may request input from an external individual with subject-matter expertise as needed using anonymized student work if needed. **Responsible Party:** GDC, **Timeline:** See Step 6
8. The GDC will communicate the results of the hearing to the Provost within 5 business days of the hearing. A majority vote will determine the outcome of the hearing. **Responsible Party:** GDC, **Timeline:** Within 5 business days of the hearing
9. The Provost will communicate the results of the hearing to the student, Dean, Registrar, and faculty member. Once a student has appealed their final grade dispute to a GDC, the decision of the hearing is final and ineligible for further dispute or grievance processes. **Responsible Party:** Provost, **Timeline:** Within 5 business days of receiving a decision from the GDC

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.

Graduation

Graduation Policy

Graduation Requirements

Students must complete all degree requirements as described in the pertinent degree or certificate section of the applicable Catalog. This includes pending credits for any degree pathway that utilizes a reverse articulation agreement. 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 via the online application by the posted deadline in the semester prior to the one in which they wish to graduate:

- May conferral - November 15th, previous year
- August conferral - February 15th, same year
- December conferral - April 15th, same year

The College 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. Students who miss the Application for Graduation deadline may submit a late application via email to Records and Registration for review. Applications will not be considered if submitted less than two months before conferral of degrees.

Degree Conferral

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

Commencement

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

Students who receive a grade of Incomplete in their final semester will be allowed to participate in their upcoming commencement, but their degree will not be conferred until the Incomplete is resolved. 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. Students who have their degrees conferred in August after completing more than 6 credit hours in the summer term will be listed in the December commencement program as August graduates, and may participate in December commencement. Students completing their degree requirements in August 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 Vice President of Student Affairs or designated College representative.
- Degree may be awarded at graduation to a designated student representative.

Student Policies and Expectations

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

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 catalog.**
- **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.**

Student Code of Conduct

A college community is defined by its values for learning, teaching, and service that reflects academic excellence, holistic student development, and societal impact. To guide student success, Bryan College of Health Sciences (BCHS) has created a Student Code of Conduct that contains Behavioral Expectations and Responsibilities (Code). The Code provides guidance for students so they can exercise personal and organizational responsibility as members of the BCHS community. It is expected that that BCHS students and student organizations act responsibly and consistent with the Code to promote a safe and respectful learning environment within Bryan College of Health Sciences and Bryan Medical Center.

The Code includes 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 Code embraces the institutional values of Integrity, Caring, Equity, and Learning. 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 Catalog.

At BCHS, The Vice President of Student Affairs Office is responsible to educate Students and Student Organizations about the Code and to initiate and conduct proceedings involving alleged Misconduct under the Code. The outcomes of these proceedings are designed to guide Students and Student Organizations to act responsibly and consist with the Code's provisions. When they fail to do so, the outcomes may include educational requirements that Students' and Student Organizations' future conduct, but may also result in separation from BCHS, either temporarily or permanently, based on the nature and severity of the Misconduct.

The Code applies to Misconduct by a student that occurs on BCHS/Bryan Medical Center Property or off-campus, including BCHS sponsored activities. The Code also includes Misconduct that occurs between semesters of when classes are not in session. BCHS Code applies to local, state, or federal law, or that yields a complaint from others alleging law violations or student misconduct. The Vice President of Student Affairs has the authority and discretion to determine, on a case-by-case basis, if the Code shall be applied to off-campus Misconduct or reported complaints received from the community. The Vice President of Student Affairs reserves the right to report any situations involving student misconduct to appropriate law enforcement authorities.

At BCHS, The Office of the Vice President of Student Affairs is authorized to enact the Code and utilize the Code procedures to support students while holding them accountable to the behavior that supports the college mission and vision. BCHS students are reminded of the Code each semester and are responsible for reading and adhering to the Code.

College academic requirements are addressed utilizing the Academic Policies in The Student Catalog. Alleged and confirmed student violations related to academic integrity are addressed utilizing the Academic Integrity Violation Procedure.

Student behavior that does not support the College mission or vision, including Misconduct of the Student Catalog, Medical Center policies, or federal, state, or local laws or respective county and municipal ordinances, may result in investigation and subsequent disciplinary action under the BCHS Student Code of Conduct.

Examples of Misconduct include, but are not limited to:

- All forms of dishonesty, including, but not limited to, furnishing false information, forgery, and altering or misusing documents.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.
- Abuse, assault or harassment, physical, verbal or otherwise, of any person. This includes, but is not limited to, abuse or harassment based upon such factors as race, ethnicity, color, national origin or ancestry, sex, genetic information, gender identity or expression, sexual orientation, disability, age, marital or family status, pregnancy, source of income, veteran status, or political or religious beliefs.
- Behavior or activity that endangers or threatens to endanger the safety of one's self or others, including, but not limited to, the possession and/or use of firearms, fireworks, dangerous weapons, or hazardous chemicals.
- Behavior that significantly disrupts the learning environment of the College.
- Vandalism or damage, destruction or defacement of property.
- Theft of College property or the property of any person.
- Hazing; hazing is defined as any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, participating in, or maintaining membership in any organization or team affiliated with the College; and which is intended to have the

effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts; the College will use a "reasonable person" standard when evaluating such conduct and its potential effects; because of the socially coercive nature of hazing, implied or expressed consent to hazing is not a defense under this policy.

The Code includes violation(s) of the College Drug and Alcohol Policy, including, without limitation, possession, manufacture, distribution, dispensation, sale, or use of any controlled substance without medical authorization or misuse of any controlled substance for which they have medical authorization, unauthorized use of alcoholic beverages; procuring alcohol to a minor; or underage drinking.

Failure to follow Medical Center, agency, and College policies.

- False reporting of an emergency or tampering with fire safety equipment, including, but not limited to, false reporting of a fire or a bomb threat or tampering with other fire related equipment.
- Unauthorized presence in or forcible entry into a College facility or College-related premises, including, but not limited to, College building roofs or fire escapes.
- Unauthorized use of College property, equipment or keys, including networks, computers, software or other information technology resources.
- Illegal peer to peer downloading of copyrighted material, copyright violation, or the unauthorized use of intellectual property.
- Failing to follow the reasonable directives of a College official, including violating the terms of a disciplinary sanction imposed through this policy.

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 students that are outlined here, the College reserves the discretion and right to withdraw such an offer of admission.

Anyone who has grounds to initiate a complaint regarding any Bryan College of Health Science student's Misconduct may do so by contacting the Vice President of Student Affairs. The Vice President of Student Affairs will request that a written complaint be submitted, which will usually include: 1) name(s) of the accused; 2) name(s) and contact information of those filing the complaint; 3) a clear statement explaining the nature and circumstances of the complaint. Complaints should be submitted as soon as possible after the event takes place.

The Office of the Vice President of Student Affairs reserves the right not to proceed with complaints that are not submitted within a reasonable time frame. In addition, the Office of the Vice President of Student Affairs reserves the right to investigate and pursue all alleged Misconduct of behavior standards that come to the Office's attention, including cases in which the student(s) or other College constituents affected by the Misconduct choose not to file or pursue a complaint. A student who has a complaint lodged against them (known as the "respondent") will be notified by the Vice President of Student Affairs or designee and a meeting will be set to discuss the complaint. The respondent will be given a copy of the complaint in writing and the opportunity to present a written response to the matter. All parties will be given an equal opportunity to review any statements submitted by the other parties in the matter. At the meeting the case may be resolved, dropped or kept open for later resolution. Resolution may include sanctions up to dismissal from the program/College.

All parties, including the respondent and any aggrieved party, are required to respect the right of confidentiality of other participants. Any unauthorized disclosure of confidential information by participants to persons not involved in the process as direct participants, advisors, or responsible administrators, will be dealt with as a disciplinary violation. In addition, all participants in the process have a right to be free from intimidation and harassment. Any implied or actual act of retaliation, intimidation, or harassment is strictly prohibited and will be dealt with as a serious violation.

The Vice President of Student Affairs will conduct an investigation to determine if the complaint(s) have merit and/or if they can be resolved by informal resolution by mutual consent of the parties involved on a basis acceptable to the Vice President of Student Affairs. The investigation will typically be completed within 30 calendar days. Involved parties will be notified in writing if the investigation will exceed 30 calendar days.

If the Vice President of Student Affairs finds that it is more likely than not that the violation occurred (known as a "preponderance of the evidence" standard) and the matter was not resolved by mutual consent, the Vice President of Student Affairs will forward their written findings and all written materials submitted to or gathered by the Vice President of Student

Affairs to the College's Student Conduct Board. The Student Conduct Board membership includes the College Provost, Vice President of Operations and Finance, and the Dean of the program in which the respondent student is enrolled. The Vice President of Student Affairs will present the findings of the investigation to the Student Conduct Board. The Student Conduct Board will determine by the preponderance of the evidence standard if the conduct occurred. The Board will also determine the sanction to be imposed, taking into consideration the context and seriousness of the violation and the respondent's prior disciplinary history, if any. Decisions will be made by a majority vote of the members of the Student Conduct Board. Both parties will be simultaneously informed in writing of the decision of the Student Conduct Board, procedure for appeal, and when the decision becomes final. Decisions made by the Student Conduct Board shall be final, pending the right to appeal a sanction of suspension or dismissal based on the following appeal grounds: 1) there is new material evidence that was not presented and could not have been presented in the proceedings before the time the appeal is taken; 2) there was a violation of the procedures set forth in the Student Code of Conduct; or 3) the sanction is not appropriate under the circumstances. The request for appeal must be in writing and be submitted within ten (10) calendar days. The appeal will be reviewed by the President of Bryan College of Health Sciences. The President will review the appeal and issue a determination in writing within ten (10) calendar days. The time may be extended, with notice to the parties, if the President is out of the office or for other good cause. The President may affirm the decisions of the Student Conduct Board, modify or vacate those decisions, and/or refer the matter to the Student Conduct Board or the Vice President of Student Affairs for further proceedings as directed by the President. The decision of the College President is final. The sanction may be imposed by the Student Conduct Board pending appeal to the President on a case by case basis.

It is the College's belief that sanctions should maximize safety for all students and College constituents, relate to the nature of the behavior, and provide an opportunity for growth and learning. The following disciplinary sanctions may be imposed for violations of student conduct but are not meant to represent the only sanctions that may be imposed by the College:

Written Warning

A written warning is a notice that the student's behavior is unacceptable and that further misconduct may result in further disciplinary action. A copy of the warning letter is placed in the student's academic file.

Probation

A stated period during which a student, including a student organization, is not allowed to engage in specific activities.

Fines

A monetary fine may be imposed. Failure to pay or to make arrangements to pay a fine may result in a hold being placed on the student's account.

Restitution

Restitution may be imposed in the form of monetary payment to repair or otherwise compensate for damages caused by the student. Failure to pay or to make arrangements to pay may result in a hold being placed on the student's account.

Loss or Restriction of Privileges

A student, or student organization, may be restricted or excluded from participation in curricular or extracurricular activities for a specified period of time.

Educational or Counseling Sanction

Educational sanctions may include mediation, drug and alcohol education/treatment, required mental health assessment, public presentation, formal apology, research paper, college completion contract/projects, etc.

Suspension

Termination of student status at the College for a specified period of time, with the possibility of reinstatement, provided that the student has complied with all conditions imposed as part of the suspension and provided the student is otherwise qualified for reinstatement. Depending on the length of the suspension, transition activities may be required. Suspension involves the exclusion of the student from participation in any academic or other activities of the College. Written notification of this action will be provided to the student. The student may be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The student may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator.

Dismissal

Termination of student status. Written notification of this action will be provided to the student. The action of dismissal will be noted on the student's academic transcript; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The student may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator. Readmission after dismissal may be granted on a case by case basis.

Revocation of Admission and/or Degree

Revocation of a student admission to Bryan College of Health Sciences or the award of a degree due to Misconduct including but not limited to fraud, misrepresentation, or plagiarism.

Administrative withdrawal

The College reserves the right to administratively withdraw a student for reasons such as failure to return from an approved leave of absence, dropping all classes after the beginning of a semester, inability to progress in a program due to academic performance, failure to register for a subsequent semester, failure to meet attendance or participation requirements, failure to meet course requirements or failure to pay College tuition and fees.

In addition, the college may require withdrawal of a student for medical reasons when:

(a) There is a reasonable basis to believe, based on a case-by-case, objective assessment of the student's behavior and other relevant information, that the student's medical, psychological, or substance-related condition prevents the student from safely and/or effectively participating in the College's academic and/or clinical education programs, such that the student is not otherwise qualified to attend the College; or

(b) There is a reasonable basis to believe, based on a case-by-case, objective assessment of the student's behavior and other relevant information, that as a result of the student's medical, psychological, or substance-related condition, the student has threatened, or poses a significant risk of threatening, the health or safety of others; or causes or threatens to cause property damage; or engages in behavior that is unduly disruptive of others in the College community. (Behavior that is "unduly disruptive" includes but is not limited to conduct that interferes with, or poses a significant risk of interference with, the emotional or physical well-being of others and/or the academic, extracurricular, or social activities of others.)

Prior to the withdrawal, the student may be required to sign a release authorizing disclosure of the student's medical or other information by and between the student's physician(s), psychologist(s), or licensed counselor(s), or others who are asked to provide information regarding the student and the appropriate College official(s). A medical evaluation by a competent specialist may also be required. The outcome of the medical evaluation will be shared with an appropriate professional employed or contracted by the College.

Student(s) will be given notice and an opportunity to speak with an appropriate College official prior to or within five business days of the withdrawal. That official may also consult with others as appropriate (e.g., medical professionals, other College officials, law enforcement, and/or the student's family members).

The student will be notified of the withdrawal decision in writing. The decision may be appealed, by filing an appeal to the President, within 10 working days of when the student receives notice of the decision. The President's decision is final.

Students withdrawn under this section may also be subject to the normal disciplinary processes if their conduct has violated College policy. If disciplinary action is appropriate, the matter must be resolved either before or immediately upon the student's return.

The action of administrative withdrawal will be noted on the student's academic transcript; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. Administrative withdrawal is a neutral action and should not be considered as negative or of a disciplinary nature; it is therefore not subject to the procedures set forth in the Student Code of Conduct. Students desiring to reenter the College after administrative withdrawal must apply for readmission.

Disciplinary Records

Student records are maintained for disciplinary proceedings and incidents that violate the College Student Code of Conduct. These records are maintained in the Vice President of Student Affairs Office for seven years. At the discretion of the Vice President of Student Affairs, a disciplinary record for severe violations of the Student Code of Conduct or violations of local,

state, and federal laws may be maintained by the College indefinitely. Records involving alleged violations in which the student was charged and found not responsible, or in which charges were subsequently dropped, are, absent extenuating circumstances, retained in the Office of the Vice President of Student Affairs for the tenure of the student, then destroyed, unless retention is required by law.

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/icaai/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 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.

Purpose

The Academic Integrity Policy fosters integrity at the College by:

- Defining academic integrity and academic dishonesty.
- Classifying violations by severity and describing typical consequences.
- Outlining how offenses are reported, reviewed, and resolved.
- Describing students' rights, including limited avenues of appeal.
- Clarifying the roles of Course Faculty, the Integrity Committee (IC), the Integrity Panel (IP), the Provost, and academic leadership.

Classifications of Integrity Offenses

- Level 1: Incidental Violations
Inadvertent, isolated, or suspicious concerns often stemming from inexperience and generally affecting minor assignments, drafts, or a small portion of coursework. Examples may include limited citation errors, poor paraphrasing, repeated mistakes in giving credit to sources because of lack of experience, or working with another student without explicit permission on a minor task.
- Level 2: Significant Violations
Intentional actions or repeated Level 1 behavior affecting more substantial coursework (major assignments, quizzes, or exams). Examples include unauthorized collaboration on a major task, using unauthorized materials or devices, altering quiz/test answers for rescore, submitting the same work in multiple courses without permission, cheating, intentionally using someone else's words or ideas as your own without giving credit, or copying substantial portions of work.
- Level 3: Egregious Violations
Critical or repeated misconduct (including at least one prior Level 2), such as submitting work that is not one's own, willful misuse or fabrication of data, stealing or distributing assessments, recording/photographing others' work without permission, or falsifying official documents.

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.

Consequences of Integrity Offenses

- Standard of Proof: Findings are based on whether it is more likely than not (preponderance of evidence) that an academic integrity violation occurred.
- Level 1 (Incidental): May include additional instruction or tutoring, revision/repetition of work, reduced or no credit on the affected work, and related developmental steps. Multiple Level 1 incidents may be elevated.
- Level 2 (Significant): May include any Level 1 consequence, grade reductions, failing the assignment or course, and referral to student support resources, as appropriate.
- Level 3 (Egregious): May include any Level 2 consequence up to program dismissal or College suspension/expulsion, consistent with sanctions prescribed in the Academic Integrity Policy and the IP outcome.
- Failure to complete assigned remediation may result in further discipline up to and including dismissal from the College.

Reporting and Review Process

Responsibility to Report: All students, faculty, staff, and administrators are expected to report suspected academic integrity violations. Reports should be made to the Course Faculty involved; the Provost may be contacted for assistance. Investigating and reporting alleged violations is the responsibility of the involved Course Faculty.

1. Document the incident by notifying the Provost via the Google Early Intervention 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. Access the Academic Integrity Violation Student Notification Form located in the Employee Resources shared Google Drive and create a copy of the form. Complete all applicable sections with the information available at the time of submission.
3. Notify the student electronically using the Academic Integrity Violation Student Notification form 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. The student must meet with Course Faculty within five days to avoid automatic referral to the Academic Integrity Committee. In the meeting, faculty will identify the alleged violation and ask the student to provide any evidence relevant to the investigation.
4. 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.
5. Schedule a meeting with the student. The purpose of the meeting is to review the Academic Integrity Violation Reporting Form and to present and discuss the evidence related to the alleged violation. 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 members: 3 (three) students and 3 (three) faculty selected from the pool of Academic Integrity Committee (AIC) members or faculty employed by the college by the AIC Chair and Provost or Administrative Designee. If the Course Faculty is the AIC Chair an appointed Integrity Committee member will fill the role as the AIC.

Preliminary Outcomes by Course Faculty

- No violation supported: Faculty meet with the student to discuss expectations, College values, and may refer the student to the Academic Support Services.
- Violation supported; If a violation occurred and the student has no prior violations on record, Course Faculty choose Option One or Option Two.
 - Option One - Faculty Imposed Sanction:
 - Faculty determine sanction and a remediation plan (per the Academic Integrity Policy's sanctions) and complete the Academic Integrity Violation Reporting (AIVR) form. Faculty may impose sanctions up to course failure.
 - Faculty meet with the student to present the AIVR.
 - On the AIVR, the student indicates (a) admits responsibility/accepts sanction, or (b) does not admit and/or does not accept, or (c) admits responsibility, but does not accept the sanction, or (d) does not admit responsibility, but accepts the sanction. The student may return the signed AIVR by the next working day.
 - If the student admits and accepts, Faculty forward the AIVR and supporting documents to the Provost; Faculty retain copies until course end, then destroy them. The Provost records the violation, retains originals for at least five years post-graduation/dismissal, and monitors remediation (directly or via an appointed liaison).
 - If the student does not admit and/or does not accept, or fails to sign the form by the deadline, the Provost forwards the case to the AIC Chair within 2 working days to trigger an IPR.
 - If a student does not admit responsibility but accepts the sanction, the Provost will record an academic integrity violation in the student's file.
 - Note: If a case is forwarded because the student requested IPR, the eventual IP outcome cannot impose a harsher sanction than originally imposed by Course Faculty.
 - Option Two - Faculty Referral for More Severe Sanction
 - Faculty complete an AIVR and inform the student that the alleged violation may warrant a sanction more severe than course failure.
 - The student may sign the AIVR by the next working day.
 - Faculty forward the AIVR and supporting documents to the Provost, who sends them to the AIC Chair within 2 working days, triggering an IPR.

Cases with Prior Violations or When a Student Requests an IPR

If the student has a prior violation on record or requests an IPR, the Provost notifies Course Faculty to complete an AIVR with recommended sanctions and remediation. Faculty meet with the student, then forward documents to the Provost, who forwards them to the AIC Chair within 2 working days to schedule an IPR.

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.

- **Conflicts of Interest:** Prospective members must decline if a conflict exists (e.g., personal relationships, prior knowledge, or direct involvement). Prior to the IPR, the student 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.
- **Scheduling and Notice:** An IPR is held within 10 working days of AIVR receipt. At least 5 working days before the IPR, the AIC Chair sends written notice to the student(s), Course Faculty, and IP members with the meeting time and place. This timeline may be adjusted by mutual agreement when significant scheduling conflicts exist.
- **Participation and Recording:** The student, Course Faculty, and IP members attend. The hearing is recorded and is not open to the public; no legal representation is permitted. Course Faculty may bring a non-testifying support person. The student may bring one non-testifying Bryan College of Health Sciences student or an employee advocate.
- **Student Rights and Clinical Safety:** Students may continue course activities while the process and any appeal are pending, except alleged clinical violations that may pose patient-safety concerns; in such cases, the student may be restricted from clinical participation pending resolution.
- **Evidence Rules:** Prior violation history is not provided to the IP until after a finding that it is more likely than not that a current violation occurred.
- **Deliberation & Standard:** The IP deliberates privately (off-record) and decides by simple majority whether it is more likely than not that a violation occurred. 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. A tie vote does not establish a violation.
- **Sanctions:** If a violation is found, prior records (if any) are disclosed; the student may address the IP regarding prior violations. The IP then affirms or amends the Course Faculty's recommended sanction and remediation plan, consistent with policy. If no violation is found, no sanction is assigned and the case is not recorded. 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.
- **Decision & Effective Date:** The AIC Chair notifies the student, Course Faculty, and the Dean of the Academic Program in writing within 3 working days. When a violation is found, the penalty is effective immediately.

Appeal Process

A student may appeal only if the sanction includes suspension or expulsion, or if course failure results in dismissal from the academic program.

- **Initiate Appeal:** Submit a written appeal to the Provost within 5 working days of receiving the IPR decision. Upon request, a transcript of the hearing will be provided.
- **Written Rationale (within 5 working days):** The student submits reasons why the record does not support the IP's findings and/or why due process was violated causing substantial prejudice, and/or why the sanction is grossly disproportionate.
- **Integrity Appeal Panel (IAP):** Convened by the Provost; composed of 3 students, 3 faculty (none from the original IPR), and the Dean of the Academic Program (voting). The Provost facilitates. If conflicts exist, the Dean's role may be delegated; conflicted members are replaced from the College at large.
- **Scope & Standard:** The appeal is decided solely on the IPR record and written submissions. The IAP reviews within 5 working days and decides by simple majority:
 - Uphold findings and sanctions; or
 - Uphold findings and reduce sanctions; or

- Overturn findings (violation removed from the student's record).
- Final Notice: The Provost notifies the student, Dean of the Academic Program, AIC Chair, and Course Faculty of the IAP decision within 3 working days. The IAP decision is final and not appealable.

Protected Health Information Policy

The Health Insurance Portability and Accountability Act (HIPAA) became a federal law in 1996. HIPAA established a set of national standards for the protection of certain health information. These standards address the use and disclosure of individuals' health information—called "protected health information" (PHI) by organizations that have been defined as "covered entities." Covered entities regulated by HIPAA are obligated to comply with all of its applicable requirements. Bryan Medical Center is a covered entity and as such complies with all applicable requirements of HIPAA.

A major goal of HIPAA is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health. HIPAA strikes a balance that permits important uses of information, while protecting the privacy of people who seek health care. Given that the health care marketplace is diverse, HIPAA is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

Protected Health Information (PHI) includes all "individually identifiable health information" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral.

"Individually identifiable health information" is information, including demographic data, that relates to:

- the health care recipient's past, present or future physical or mental health or condition,
- the provision of health care to the health care recipient, or
- the past, present, or future payment for the provision of health care to the health care recipient,

and that identifies the health care recipient or for which there is a reasonable basis to believe it can be used to identify the health care recipient. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

Students will access only the records of health care recipients to whom they have been assigned by a faculty member or preceptor to provide care or to review an assigned chart for an approved educational purpose. Students will regard all protected health information (PHI) in accordance with HIPAA. This is to include any PHI encountered while functioning as a student within the College at any facility, site, function, or classroom.

- Students will remove all health care recipient PHI from papers that have any relation to or association with being a student at the College.
- Health care recipient PHI may not be taken from the clinical area in any format.
Students may not discuss any aspect of health care recipient PHI outside the academic setting.
See course guidelines for application of HIPAA policies to specific projects.
- Students are required to participate in HIPAA training and sign an agreement to comply with HIPAA regulations prior to beginning clinical experiences.

Students are required to comply with HIPAA regulations while a student at Bryan College of Health Sciences. Failure to comply with HIPAA regulations will result in disciplinary action up to and including dismissal from the college. Failure to comply with HIPAA requirements in an employee role at Bryan Medical Center or any other health care facility will have no bearing on the student's status at Bryan College of Health Sciences except as it relates to clinical limitations and consequences.

Reporting HIPAA violations

All students, faculty, staff, and administrators are expected to report suspected HIPAA violations. Violations should be reported to the Dean/Director of the Program and the Vice President of Student Affairs. The Vice President of Student Affairs will lead an investigation and maintain the record.

HIPAA Violations Procedure

Alleged and confirmed student violations of this HIPAA policy will be addressed using the HIPAA Violation Procedure and the covered entity's (where the violation occurred) HIPAA violation procedures. All HIPAA violations are reported to the Dean of Students and the Program Dean/Director at the time they are alleged. The Vice President of Student Affairs will maintain a record of the HIPAA violation. Enrolled students confirmed to be in violation of this HIPAA policy and who remain as students at the College will participate in an individualized remediation plan in order to learn and grow. In addition, a sanction may be imposed upon the student. Failure to complete the remediation plan may result in disciplinary action up to and including dismissal from the College. The HIPAA Violation Procedure provides examples of types of HIPAA violations along with typical sanctions imposed for such violations. The examples provided are intended for clarification only and are not all-inclusive.

There are three levels of HIPAA violations

- **Level 1 Violation:** A student has authorized access to PHI for an approved educational purpose. However, the student has used that access carelessly, resulting in access mistakes or inappropriate disclosure of information.
 - **Example of a Level 1 access mistake includes but is not limited to:** Misspelling a person's name and inappropriately accessing the PHI for another individual with a similar name.
 - **Examples of Level 1 inappropriate disclosure include but are not limited to:**
 - Identifying client protected information within the academic setting but outside of the scope of its intended educational purpose (e.g., using PHI obtained in a clinical class in a paper for a general education composition course).
 - Leaving PHI in a public area.
 - Misdirecting faxes or emails that contain PHI.
 - Discussing PHI the student is authorized to have accessed in public areas where overhearing is possible.
 - Leaving a computer accessible and unattended with PHI unsecured.
 - **Level 1 Sanction:** The sanction for a Level 1 violation will be determined by course faculty. Typical sanctions for a violator with no prior record of HIPAA violation include but are not limited to:
 - Unsatisfactory in course evaluation.
 - Course failure.
 - Recommend suspension (pending completion of remediation plan).
 - Course recommendation to Admission, Promotion, Graduation Sub-Committee for dismissal from the Program.
- **Level 2 Violation:** A student deliberately accesses PHI without authorization.
 - Examples include but are not limited to:
 - Accessing PHI without an approved educational or clinical purpose.
 - Unauthorized access to the student's, a friend's, relative's, a public personality's, or any other individual's PHI.
 - Assisting another individual in gaining unauthorized access to PHI.
 - **Level 2 Sanction:** The sanction for a Level 2 violation will be determined by the Program Dean/Director in collaboration with the College's Executive Council. Typical sanctions for a violator with no prior record of HIPAA violation include but are not limited to:
 - Suspension (pending completion of remediation plan).
 - Loss of Information Technology privileges to computer systems containing PHI.
 - Dismissal from the Program and/or College.
- **Level 3 Violation:** A student intentionally accesses and discloses PHI without authorization.
 - Examples include but are not limited to:
 - Unauthorized intentional disclosure of a friend's, a relative's, a public personality's, or any other individual's PHI. Such disclosure may occur through conversation, in writing, or through social media, or by any other means.
 - Unauthorized delivery of any PHI to any third party.
 - **Level 3 Sanction:** Violation may result in dismissal from the program/College. The sanction for a Level 3 violation will be determined by the Program Dean/Director in collaboration with the College's Executive Council.

Repeat occurrences of HIPAA policy violations by an individual student as indicated in the records maintained by the Vice President of Student Affairs Students, regardless of the type of violation, will result in escalating sanctions, which may include dismissal from the College.

Factors given consideration when determining appropriate sanctions for Level I and II violations may include but are not limited to:

- Self-reporting
- Scale of violation
- Outcomes resulting from the violation
- Student's response to opportunities to take corrective action
- Student's view of the violation in terms of understanding impact on health care recipient
- Student's level of honesty in discussions or other investigation pertaining to the violation
- Prior HIPAA violation

Network and IT Policies

Computer and Network Usage Policy

Students are encouraged to have a Windows-based personal computer with access to high-speed Internet. The College does not guarantee the performance of the wireless network. Performance is dependent upon network traffic and system loads. The College is not responsible for damage to student devices, for configuring software, or for ensuring the functionality of applications on student devices.

The College may provide computers for use in a classroom setting. Computers are also available for use on Campus. Students may check out laptops from the Library, pending availability. Users are required to save their work to a secure, personally-accessible storage location; the College does not assume any responsibility for storage. Printing capabilities are provided on campus. Students are provided a limited printing allotment each semester. Students are responsible for additional printing costs once the allotment limit has been reached.

When using a College computer or the College networks, users are expected to conduct themselves in a professional manner. Usage of College computers and the College networks is tracked. All students, faculty, staff, and administrators are expected to report suspected inappropriate use of computer resources. Violations should be reported to the Dean/Director of the Program and the Vice President of Student Affairs. Inappropriate use of computer resources, as determined by applicable College, Network, and IT Security personnel, may result in disciplinary and/or legal action. Users are not permitted to alter College hardware, software, or networks. If a situation occurs where additional computer resources are required, users need to submit requests to the College Network Administrator.

Student Authentication

Students are identified in electronic systems by unique credentials, such as usernames and passwords. Measures should be taken to protect credentials from accidental loss or discovery. Sharing credentials, failing to log out of systems, accessing systems as someone else, or similar actions are potential violations of academic integrity. The student should immediately report a compromised account or lost or stolen credentials to their program dean or director. In addition, the student should immediately change their account password. Failure to address loss or misuse of credentials is unprofessional behavior which may result in disciplinary action up to and including dismissal from the College.

Google Account Policy

Google Account Policy

This policy applies to all current and prospective students, staff, and faculty of Bryan College of Health Sciences and in conjunction with the Bryan Medical Center Acceptable Use Agreement for Information Technology Resources (BIM.TU117).

Scope

The data retention schedules outlined below apply to data associated with a user's bryanhealthcollege.edu Google account, including:

- Google Drive
- Google Calendar
- Google Sites

- Gmail
- Any data stored in other Google apps where the account holder is listed as the "owner"

Account Creation

- Students: College IT will create new student accounts within two weeks prior of the start date.
- Staff/Faculty: New accounts for staff and faculty will be created upon receipt of a Change Form by College IT.
- Storage: All new accounts are limited to 15 GB of storage.
- Account Limits: Only one account per student/employee. Departmental or group accounts may be requested through College IT.

User IDs and passwords serve as the primary means of authenticating users of the College's electronic resources. These security measures are designed to prevent unauthorized access to resources and any restricted information they contain. Users are prohibited from sharing their passwords with others and must take measures to protect their passwords from disclosure. This includes monitoring access to their accounts and promptly contacting the College's IT department if they suspect their password has been compromised. Users are accountable for all activity associated with their user ID. Passwords must be strong and contain at least fourteen characters, incorporating a mix of numbers, letters, and symbols, or adhere to system-specific requirements at the time of creation. No one, including IT staff, is authorized to request a user's password.

Users must maintain their multi-factor authentication (MFA) credentials as instructed and are not permitted to bypass multi-factor authentication or share multi-factor authentication devices with others.

All users share responsibility for protecting the College's electronic resources from unauthorized access. Specifically, users must:

- Safeguard the security and integrity of information stored on any personal or assigned desktop, laptop, or handheld device.
- Only access electronic resources from secure environments and log out or lock their devices when leaving them unattended.
- Keep software and applications up to date by applying security patches when available on devices used to access e-resources.
- Take necessary precautions when accessing or sharing confidential or restricted College data to ensure it remains secure from unauthorized access and threats to its integrity.
- Comply with requests from IT staff or other authorized personnel to update or stop using electronic resources that compromise security.
- Report any unauthorized access, loss, theft, or compromise of sensitive data or electronic resources to College IT.
- Cooperate with system administrators during investigations of improper use, data breaches, or security incidents.

Without prior authorization, users are prohibited from:

- Providing others with access to electronic resources.
- Including sensitive data in emails.
- Sending chain letters or mass emails that are not related to authorized College business.
- Altering, removing, or forging email headers, addresses, or messages, or impersonating another individual.
- Accessing electronic resources beyond their authorization, or attempting to intercept communications not intended for them.
- Using the College's network or Internet access maliciously or to obtain, alter, or destroy materials they are not authorized to handle.
- Tampering with, modifying, damaging, or attempting to defeat security measures on accounts or electronic resources.
- Damaging computer or network systems, or introducing malicious software (e.g., viruses, worms, Trojan Horses) to any e-resource, or attempting to degrade system performance or deny others access to e-resources.

Program Completion (Students)

For students marked as "program completers" by the Registrar:

- Alumni are granted a three-month transition period after program completion, during which they retain access to their accounts. After this period, all data associated with the account is permanently deleted.

Inactive, Non-Alumni, Non-Degree Students

For students whose records are inactivated (withdrawn, dismissed, or discontinued) or Non-degree completers:

- The student's Google account and all associated records will be permanently deleted five days after inactivation.

Student Email Usage Policy

The following guidelines have been developed for the utilization of student email accounts.

- Students enrolled in a program of study will receive email accounts provided by the College. It is expected that students will check and read email regularly.
- Email accounts for new students will be activated before classes begin.
- If an email account is used for illegal activities, it will be terminated immediately. Such activities will be investigated and reported to the appropriate authorities.
- Inappropriate use of email accounts may result in disciplinary action up to dismissal from the College.
- Examples of illegal and/or inappropriate activities include, but are not limited to:
 - Emailing of pornographic, sexually explicit, offensive, abusive, slanderous, vulgar, or defamatory messages, text, graphics, or images. This includes harassment and intimidation of individuals on the basis 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.
 - Emailing threats to students, faculty or staff.
 - Harassment and intimidation of other students, faculty, or staff.
 - Emailing hate literature.
 - Sending of chain letters inside or outside the College.
 - Soliciting others for commercial ventures, religious or political causes, outside organizations, or other non-College matters.
 - Any actions that violate the Student Code of Conduct and are contrary to the mission and values of the College.
 - Libel or slander
 - Fraud or misrepresentation
 - Academic dishonesty
 - Academic integrity violations
 - Intentional or negligent distribution of computer viruses

The College expressly reserves the right to access, retrieve, read and delete any communication that is created on, received through or sent in the E-Mail system to assure compliance with this or any other College policy, for system maintenance or repair, and for any other lawful purpose. Users of these systems should have no expectation of privacy with respect to any such communication.

Student Use of Personal Electronic Devices

Students are encouraged to appropriately utilize online resources to enhance learning and quality patientcare. Personal electronic devices (PEDs) may be utilized to access such resources, according to this policy. PEDs may include smartphones, smart watches, tablets, or any other handheld or wearable technology. Use of PEDs for personal, non-school related functions is prohibited in the classroom and clinical settings and students engaging in this behavior will be requested to leave the classroom or clinical area. Inappropriate use of PEDs may result in disciplinary action up to and including dismissal from the College.

Suspected violations should be reported to the Dean of the Program. The Dean of the Program will consult with the Vice President of Student Affairs in the investigation to determine a course of action and potential sanction.

Classroom Usage

Use of PEDs in the classroom is limited to activities that enhance learning of the content at hand. Such use may not impede the learning of other class participants. No unapproved electronics are allowed during any exams without expressed permission of faculty. Students may not be able to see/hear/feel/wear these devices during exams. Devices are to be left in purses/backpacks, and no devices can be in the immediate possession of any person.

Clinical Usage

- PEDs are to be used in the clinical areas, and for lab activities and classroom exercises as directed by faculty. Use of PEDs in clinical areas is regulated by the clinical agencies, local, state, and federal regulations and laws. All students are fully responsible for following the Health Insurance Portability and Accountability Act (HIPAA) regulations and the Protected Health Information Policy.
- Capturing electronic files (including but not limited to pictures, video, or audio recordings) pertaining to class, clinical, or lab settings is prohibited.
- The student should always explain the reason for the use of PEDs prior to using the device in the presence of patients, family members, staff, and healthcare professionals.
- The student is solely responsible for the care and maintenance of personal PEDs. Neither the College nor clinical agencies are liable for lost or damaged PEDs.
- Infection control precautions are expected and must be maintained when using PEDs. Disinfect PEDs per clinical site, science lab, or manufacturer recommendations.

Social Media Use and Professionalism

Bryan College of Health Sciences recognizes that social media and other digital platforms are valuable tools for communication, self-expression, advocacy, and engagement. The College expects responsible interaction on such platforms and recognizes them as valuable opportunities for educational, personal, and professional growth. As students prepare to enter healthcare professions and other pathways, they are also engaged in the ongoing development of their professional identity. Professional identity formation includes learning to exercise sound judgment, communicating respectfully, and considering the impact of one's words and actions on patients, colleagues, healthcare organizations, and the communities they serve.

When a student's affiliation with Bryan College of Health Sciences is identified or reasonably apparent through social media platforms, students are expected to communicate in a manner consistent with the ethical and professional standards of healthcare education and practice. All interactions should uphold the standards of professionalism expected within the College community and reflect positively on the individual, the College, its clinical partners, and the healthcare profession.

Students are Expected To:

- Engage respectfully and professionally: Communicate with honesty, integrity, and respect, expressing concerns or differing viewpoints in a constructive and professional manner.
- Think before you post: Consider how your content may be perceived by patients, employers, clinical partners, peers, and the broader community, and ensure your communication reflects positively on you and the healthcare profession.
- Be clear and responsible in your role: Distinguish personal opinions from official College positions and use social media in ways that align with College policies and professional expectations.

The following guidelines have been developed for Bryan College of Health Sciences students when using social media communication for both personal and professional use:

- **Always uphold patient confidentiality:** Students are expected to refrain from capturing, posting, or sharing any patient-related photos, videos, or written information from clinical settings, and to conduct themselves in a manner that protects privacy and aligns with [Health Insurance Portability and Accountability Act \(HIPAA\) Policy](#) requirements and professional healthcare standards.
- **Represent your role with clarity and integrity:** Students are expected to avoid posting content that suggests or implies they are speaking on behalf of the College, Bryan Health/Bryan Medical Center, clinical sites, or classroom settings, and to ensure their online presence reflects personal perspectives rather than official institutional positions.
- **Protect academic integrity and student privacy:** Students are expected to refrain from sharing comments, photos, or videos from classroom settings or College activities and to ensure their actions uphold Family Educational Rights and Privacy Act (FERPA) requirements and Academic Integrity standards as outlined in the Student Catalog.
- **Use appropriate channels for concerns:** Students are expected to address concerns, challenges, or negative experiences through established College processes rather than sharing them on social media platforms.
- **Maintain professional standards in online content:** Students are expected to ensure that all content they share aligns with professional expectations and to take responsibility for removing content that does not reflect the standards of the College and the healthcare profession.

- **Foster a respectful and inclusive online environment:** Students are expected to refrain from posting content that is offensive, harassing, or bullying in nature and to ensure their online interactions align with the College's standards for respect and nondiscrimination. Students are responsible for removing any content that does not reflect these expectations.

Students are expected to follow social media and technology use standards aligned with Bryan Health, including Bryan Medical Center. These expectations are based on guidance from Bryan Health's Acceptable Use Agreement for Information Technology Resources, which students have previously reviewed and acknowledged during the registration process. Students are responsible for maintaining these standards and applying them consistently in their social media use and professional conduct.

- **Safeguard confidential and proprietary information:** Students are expected to refrain from sharing or disclosing any Bryan Health confidential, proprietary, or patient information when engaging in blogging or social media activity. Proprietary information includes materials owned or protected by Bryan Health—such as internal documents, policies, processes, trade secrets, trademarks, and non-public operational or organizational details—that are not intended for public use or distribution.
- **Protect the integrity and reputation of affiliated organizations:** Students are expected to ensure that their social media and blogging activities do not harm or tarnish the image, reputation, or goodwill of Bryan Health, Bryan Medical Center, Bryan College of Health Sciences, Mary-Lanning Hospital, or affiliated partners. Students are also expected to refrain from creating or sharing content during clinical experiences and from including others in posts (e.g., photos, recordings, or attributed statements).
- **Respect intellectual property and legal requirements:** Students are expected to follow all laws and guidelines related to protected materials when using social media, blogging, or other content creation. Intellectual property includes content owned by an organization or individual such as logos, trademarks, course materials, publications, and original work that may not be used or shared without permission. Export-controlled materials include certain technical information, data, or resources that are restricted by law from being shared outside approved settings. Students are expected to refrain from using or distributing these materials in ways that are not authorized or appropriate.
- **Engage appropriately with institutional content:** Students are encouraged to share or amplify official content from Bryan Health or colleagues in ways that align with professional standards and College expectations.

Students are expected to report inappropriate social media content or potential policy concerns to the Vice President of Student Affairs (VPSA) or a College administrator. The Student Code of Conduct will take appropriate disciplinary action when a student is found to have violated the policy, up to and including loss of clinical privileges, suspension or dismissal from the College. Social Media content involving confidential or protected information must be managed in accordance with HIPAA requirements and may affect clinical placement and program progression.

Social Media and Professionalism Sanctions

Violation Level: Minor

- Policy-based Parameters: Unprofessional content; no FERPA/HIPAA; no harm
- Clinical Student Impact: Meeting with VPSA. VPSA notifies Academic Program Dean. Sanctions can include loss of college leadership roles, scheduled meeting with senior leaders, debrief presentation meeting.
- Non-Clinical Student Impact: Meeting with VPSA. VPSA notifies Academic Program Dean. Sanctions can include loss of college leadership roles, scheduled meeting with senior leaders, debrief presentation meeting.

Violation Level: Moderate

- Policy-based Parameters: FERPA risk; classroom posts; implying representation; improper branding; boundary violations; no patient information.
- Clinical Student Impact: Suspension of Clinical Privileges, resulting in course failure
- Non-Clinical Student Impact: Course Failure

Violation Level: Major

- Policy-based Parameters: Harassment/bullying; reputational harm; repeated violations; involving others without consent
- Clinical Student Impact: One-year suspension from the college

- Non-Clinical Student Impact: One-year suspension from the college

Violation Level: Severe (HIPAA/Legal)

- Policy-based Parameters: Patient information; clinical images; HIPAA violation; confidential/proprietary information; created during clinical
- Clinical Student Impact: Immediate investigation with Human Resources, resulting in college dismissal
- Non-Clinical Student Impact: Immediate investigation with Human Resources, resulting in college dismissal

Student Guidelines for Use of Artificial Intelligence

In the BCHS curricula, students have opportunities to effectively leverage AI systems while developing a solid grounding in fundamental healthcare knowledge, critical thinking abilities, and strong ethics. AI literacy includes understanding AI's strengths, limitations, underlying principles, and responsible development and usage.

- All students at Bryan College of Health Sciences must adhere to the Bryan Health Acceptable Use Agreement for Information Technology Resources, which is provided to students each semester.
- Faculty and instructor expectations will vary from course to course. Students are responsible for being aware of individual instructor's expectations regarding the use of AI tools. If it is unclear whether AI tools are allowed in a particular course or for an assignment, students should seek clarification from instructors directly. Use of AI tools that does not align with instructor expectations as stated within the course will be considered an academic integrity violation. If permitted to use generative AI tools, students are required to disclose their use and provide an appropriate citation for the tool. Cite all AI-generated content appropriately.
- Students should be aware that entering queries or text into generative AI tools can expose information publicly online. Students must treat what is entered in generative AI tools as if posting on a public forum. Course materials provided by faculty are considered their intellectual property and therefore should not be entered into external generative AI tools without faculty consent.
- Generative AI tools may fabricate facts, create fake citations, or introduce bias into their output. Students are ultimately accountable for their academic work, including any work produced through the use of AI.
- Maintain academic integrity. Misuse of generative AI will be subject to the same policies and procedures as other academic misconduct.
- Students are required to follow the AI policies established by clinical partners when engaging with those institutions.

Student Responsibilities and Expectations for Distance Learning

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

Minimum Requirements for Computer Hardware and Equipment

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

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

General Policies

College Closing Policy Due to an Emergency

The College will be as comprehensive as possible when making announcements concerning emergencies; however the ultimate decision for safety rests with the individual student or staff member. The individual should never travel to a classroom, clinical site, or other college-related function if the safety of the individual is threatened by the situation or by the act of travel.

- College administration will monitor emergency situations to determine the extent to which some or all College operations will be suspended. Emergency situations are usually weather-related, but can also include, but not limited to, utility outages, health emergencies, or local or national crises.
- In the event of an emergency situation, College Administration will announce the decisions concerning College operations as soon as possible. Announcements will be posted as soon as possible via Bryan College App, email, the College website, local television stations and social media when applicable.

Student Identification Badge

An identification badge is issued to all Bryan College of Health Sciences students. This badge serves as a student's official identification and grants access to permitted areas and computer systems.

Student Responsibilities for Identification Badge:

- **Security and Maintenance:** Students are responsible for properly securing, storing, and maintaining their identification badges to ensure functionality and prevent loss or damage.
- **Appearance:**
 - Identification badges must be worn visibly on the upper chest area during all learning experiences.
 - Identification badges must remain free of stickers, pins, or unauthorized alterations.
 - Badges and badge holders must be clean and maintain a professional appearance.
- **Confidentiality:** Identification badges providing access to proxied doors and computer systems must be used only by the assigned student.
- **Lost Identification Badge:**
 - A lost identification badge is a potential security risk to Bryan College of Health Sciences, the Bryan Health system, and Mary Lanning Hospital.
 - Lost badges must be reported immediately so they can be disabled and prevent unauthorized access to doors and computer systems.

Lincoln Location

- During regular College business hours, students must immediately notify the Records and Registration Office of a lost identification badge.
- During non-College business hours, students must immediately notify Bryan Medical Center Hospital Information Technology (IT) department and leave a voice message with the Records and Registration Office.

Hastings location

- During regular College business hours, students must immediately notify the Administrative Assistant for BCHS in Hastings of a lost identification badge.

- During non-College business hours, students must immediately notify Mary Lanning Security and leave a voice message with the Administrative Assistant in Hastings at BCHS. Students should also notify the Bryan Health IT security desk and update them that they are a Hastings location student with access to GIRM and KRM.

Replacement Identification Badge

- Students must request a replacement identification badge for lost or damaged badges through the Records and Registration Office in Lincoln and the Administrative Assistant in Hastings.
- A replacement identification badge will be issued to the student within two regular College business days of the request.
- Identification badges are replaced at the student's expense.

Background Check Policy

The clinical programs of Bryan College of Health Sciences require students to participate in the care of patients in various healthcare settings. Students accepted into programs with clinical components are required to have a background check.

Students must clear the background check upon enrollment into any Bryan College of Health Sciences program with clinical components. Failure to undergo the background check will result in dismissal from the program. If deemed appropriate by the College, students may be dismissed from the program based on the results of a background check. Students may appeal the decision and will have the opportunity to present information to dispute the background check. In addition, enrolled students are required to complete a semi-annual disclosure statement. Failure to comply may result in dismissal from the College. Information from the disclosure statement may then be forwarded to the Program Dean/Director and another background check may be required at the student's expense. The clinical agencies, at their discretion, may elect to deny a student with a newly reported criminal background permission to continue to participate in programs at their site, which would mean that the student would be unable to complete their clinical training and would be dismissed from the program.

The results of the background check must be made available to the program and the clinical sites associated with the program. Should a clinical agency refuse to place a student based on the outcome of the background check, the program has no responsibility for arranging alternate clinical placements.

If an applicant or student is issued a citation or other criminal process and/or convicted of any criminal offense(s), other than minor traffic violations, subsequent to the date the student has obtained the background check under this policy, the student is required, within three (3) days after such citation/conviction to report, in writing to the Vice President of Student Affairs, the date, court location and nature of any such criminal citations or convictions. Failure to comply may result in dismissal from the College. This information may then be forwarded to the clinical agency for review and another background check may be required, at the student's expense. The clinical agencies, at their discretion, may elect to deny a student with a newly reported criminal background permission to continue to participate in programs at their site, which would mean that the student would be unable to complete their clinical training and would be dismissed from the program. If an individual is issued a citation or other criminal process or is convicted of such an offense after an offer of admission is made but before matriculating as a student at the College, the College reserves the right to withdraw the offer of admission.

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.

Personal Information Updates

For clerical and legal reasons, Bryan College of Health Sciences and Bryan Medical Center need to be informed of name/address/telephone changes.

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

Students update their address/telephone through the Student Portal or the Records and Registration office.

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.

Disability Services

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

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

Disability Services Goals

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

Key Definitions

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

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

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

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

Disability Services Student Registration Process:

1. The student is asked to complete the Request for Accommodation Form. Additional documentation may be requested, including, but not limited to, the following: educational records, letters from educators, diagnostic reports, letters from health care providers, records of past accommodations, letters or records from local, state or federal agencies, and/or VA records. The Request for Accommodation Form can be obtained from the College Website, the College Learning Management System, or from the Academic Support Services Director/ADA Coordinator.
2. The student is required to meet with the Academic Support Services Director/ADA Coordinator to fully review the reported disability and requested accommodations. All academic accommodations are determined on a case-by-case basis. The Academic Support Services Director/ADA Coordinator will determine the scope of any necessary accommodations and if the requested accommodations are reasonable, based on the facts and circumstances of each specific request.
3. The Academic Support Services Director/ADA Coordinator may collaborate, as necessary, with course faculty and others to ensure that requested or recommended accommodations will not fundamentally alter the course requirements or the learning experiences of other students.
4. The Academic Support Services Director/ADA Coordinator may collaborate with program leadership to ensure the proposed accommodations are administratively and financially supportable.
5. The Academic Support Services Director/ADA Coordinator will communicate approved accommodations to the course faculty.
6. The Academic Support Services Director/ADA Coordinator will strive to communicate approved accommodations to the student within one week of the meeting. Certain circumstances or requests may take longer and students will be notified of this occurrence. Requests are not retroactive; therefore, students are encouraged to promptly submit any required information to the Academic Support Services Director/ADA Coordinator to ensure that approved accommodations are implemented in a timely fashion. Some accommodations, such as a change in clinical site or the need for specialized equipment, require additional time to arrange. In these cases, the Academic Support Services Director/ADA Coordinator should be notified 2-4 weeks in advance. This will attempt to allow sufficient time to coordinate and implement approved accommodations.
7. Bryan College of Health Sciences students are encouraged to practice self-advocacy and review approved accommodations with faculty members.

Returning Students

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

Disability Safety Plan Policy

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.

Disability Appeal/Grievance Policy and Procedure

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

Purpose

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

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

Procedure

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

- Independent Resolution: Students should first attempt to informally resolve concerns by addressing the matter with the appropriate faculty, staff, administrator, or student with whom there is a concern. When all parties have an opportunity to share their concerns there is a higher likelihood that the matter can satisfactorily be resolved, *Students are encouraged to ask for assistance from the Academic Support Services Director/ADA Coordinator during this process.*
- Reporting a Complaint/Concern: If the situation remains unresolved after informal attempts, or the student is not comfortable with Step 1, the student should report their complaint/concern, in writing, to the Academic Support Services Director/ADA Coordinator. If the complaint/concern involves Disability Services or the Academic Support Services Director/ADA Coordinator, the student should contact the Vice President of Student Affairs. Concerns must be reported within 30 days of the alleged incident or situation or when an independent resolution cannot be achieved. Upon receiving the report, the Academic Support Services Director/ADA Coordinator will meet with the student to review the matter. To facilitate review, students are welcome to bring one support person to the meeting, however, the support person may not participate in the grievance process and the student is responsible for personally presenting

their complaint/concern, unless, due to the student's disability he or she cannot effectively participate. The Academic Support Services Director/ADA Coordinator shall have sole discretion in determining to what extent a student may be assisted during this meeting.

- **Informal Resolution:** After reviewing the complaint/concern with the reporting student, the Academic Support Services Director/ADA Coordinator may meet, individually or jointly, with all other relevant parties with the goal of seeking a mutually agreed upon resolution that preserves and protects the reporting student's right to equal access while also maintaining the College's commitment to academic standards of excellence. Every effort will be made to resolve the issue within seven working days of the initial report.
- **Formal Resolution Process:** If the complaint/concern remains unresolved, the matter will be referred by the Academic Support Services Director/ADA Coordinator, to the Vice President of Student Affairs, or the President of the College in his or her absence, whose role is to formally review and resolve any disability-related complaints/concerns that have not been resolved through other methods. The process is as follows:
 - **Submit a Formal Complaint:** The reporting student must submit a formal, written appeal/complaint to the Vice President of Student Affairs and/or President of the College within 15 days after the end of the Informal Resolution process. If applicable, students may submit any relevant documentation with the grievance report. All documentation should contain the reporting student's name.
 - **Notification of Outcome:** The Vice President of Student Affairs will review the formal, written complaint/concern and any attached documentation, and if necessary, contact the involved parties for points of clarification or additional information. All parties will receive written notification outlining the decision of the case within 10 days after submission of the formal complaint. The Vice President of Student Affairs, if deemed necessary may extend the response deadline. The decision of the Vice President of Student Affairs is final and the student shall have no further right to appeal the matter under this policy.
- **No Retaliation:** It is unlawful and against College policy for anyone to retaliate against any student, or prospective student, for raising concerns related to their disability or who has filed a complaint of discrimination, or any person who has cooperated in the investigation of such a complaint, or who alleges discriminatory educational practice.
- **Confidentiality:** All documentation and information related to the reporting student will be kept confidential and will not be released without the student's consent, in accordance with Family Educational Rights and Privacy Act (FERPA), or as required by law. Exceptions may be made when documentation and information is needed to review any reported disability or request for accommodation, or any formal claim of discrimination.
- **Student Rights:** Although the goal is to resolve any disability-related matter through the process outlined in this policy, the student has the right to file a discrimination or disability-related complaint with the following federal agencies:
 - The Disability Rights Section of the US Department of Justice (www.justice.gov)
 - The US Office of Civil Rights (<https://www.ed.gov>)
- **Scope of Policy:** The procedures set forth in this policy are limited to addressing matters related to academic accommodations regarding courses or clinical. If students have other concerns related to their disabilities, other than academic accommodations, they should contact the Academic Support Services Director/ADA Coordinator who will direct the student to the appropriate College department.

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

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

Clinical Accommodation Letters

Purpose

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

Recipients

The ADA Coordinator will provide a copy of the Clinical Accommodation Letter to the student and to each core faculty member of courses with clinical components for which the student is registered. Faculty members will forward the Clinical Accommodation Letter to the courses' clinical faculty members. Additionally, if the student will have a clinical placement where a faculty member is not present, the faculty member will forward the Clinical Accommodation Letter to the individual

or individuals on the unit who are best placed to ensure the student's accommodations are honored while maintaining maximal privacy for the student (*e.g.* a nurse manager, a clinical resource nurse, the student's individual preceptor, and/or other clinical leaders who have oversight/training responsibility for the unit in question). Questions about the appropriate recipient of a letter should be directed to the ADA Coordinator.

Content

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

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

Right to Decline

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

Animal Assisted Therapy (AAT), Personal Pet Visitation, and Service Animals Policy

Bryan College of Health Sciences follows Bryan Medical Center's Animal Assisted Therapy (AAT), Personal Pet Visitation, and Service Animals Policy.

Definitions

- Animal Assisted Therapy (AAT) – A goal-directed intervention that uses a skilled handler and trained dog to provide therapy to assist the patient in the healing process. Bryan Medical Center Volunteers and Customer Care volunteer teams only.
- Personal pet visit – A visit that takes place between a patient and their dog.
- Service animal – Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or task performed by the service dog must be directly related to the individual's disability. Service dogs are not pets, they are an extension of the handler. Service dogs are a necessary tool used for a specific purpose.
- Service animals in training – Dogs participating in the training process to become a service animal. The Americans with Disabilities Act does not cover service animals in training, however Nebraska State Statute states service animals in training are entitled to all rights and privileges to that of a service animal. Service animals in training by law are afforded access to all public areas and places for the purpose of training the service animal.
- Emotional support and comfort animals – These animals are not service animals. They provide companionship, relieve loneliness, and help with depression, anxiety and certain phobias. NOTE: Emotional support and comfort animals are not allowed inside any Bryan facility.

Steps

- AAT Visits
 - AAT dogs and their handlers are official Bryan Medical Center volunteers and have met all certification and vaccination requirements.
 - AAT visits are scheduled through the Volunteers and Customer Care department and are conducted with Bryan Medical Center patients only.
 - AAT dogs and their handlers are identified by a Bryan Medical Center volunteer name badge and the handler wears a Bryan Medical Center volunteer uniform.

- Inpatient Personal Pet Visits
 - Inpatient personal pet visits are limited to dogs only.
 - Exception: for end of life personal pet visits, contact the Administrative Manager.
 - These visits are scheduled in advance through the Volunteers and Customer Care department M-F 8:00 a.m. to 4:30 p.m.
 - When scheduling, Volunteers and Customer Care will verify the following:
 - Patient's name and room number
 - The patient is the dog's owner
 - The visit is appropriate (verified with patient's nurse)
 - Handler knows required vaccination records to bring
 - Handler understands parameters of visit:
 - Must enter through Medical Center main entrance
 - Must stop at the information desk
 - Must show vaccination records
 - Must obtain and display the provided authorization tag on the collar of the dog
 - Must take direct route to and from the elevator, patient room floor and patient's room
 - Must not stop and visit other patient rooms, waiting areas/rooms, lobbies, etc.
 - Volunteers and Customer Care will notify patient's nurse, Administrative Manager and Security of the scheduled visit.
- Service Animals and Service Animals in Training
 - Service animals and service animals in training at Bryan Health are limited to dogs only.
 - Staff may ask two questions of the handler
 - Is the dog a service animal required because of a disability; and
 - What work or task has the dog been trained to perform.
 - According to the Americans with Disabilities Act (ADA), service dogs must be harnessed, leashed or tethered, unless these devices interfere with the service dog's work or the individual's disability prevents using these devices.
 - These dogs must always remain under the control of the handler.
 - The handler does not have to provide proof of training or vaccination.
 - Dogs may be denied access to the facility or accommodation if the animal behaves inappropriately:
 - Disrupting business
 - Behaving aggressively
 - Interfering with other patrons or clients (sniffing or jumping)
 - Bladder or bowel accidents
 - Staff is not required nor expected to provide any type of care, including walks, bathroom breaks, etc. or food for a service dog.
- Bryan Employees/Students/Volunteers, Licensed Independent Practitioners and Building Tenants
 - Employees that have a disability or condition which requires the presence of a service or therapy animal should contact Human Resources.
 - Personal animals/pets belonging to Bryan employees/students/volunteers (not AAT), licensed independent practitioners, and building tenants are not allowed in Bryan Health buildings.
 - Exceptions:
 - Fish aquariums that are professionally maintained on a regular basis.
 - Bryan-sponsored events that request animals. These animals must be registered through Volunteers and Customer Care prior to the event.
- Protective Measures
 - Vaccination records must be current for all visiting dogs.
 - Visiting dogs must be on a leash, in a cage or have a harness device.
 - A handler must be present at all times.
 - Patient or patient's representative and nurse must give consent for visit.
 - Visiting dogs must be housebroken.
 - The visiting dog must be well-groomed and must not have any active lesions, drainage, infections or infestations (fleas, ticks).
 - Unhealthy or unkempt dogs will be refused a visit
 - A bath or brushing/combining pet prior to visit is encouraged, to remove dander and reduce allergic reactions
 - Dogs exhibiting disruptive or aggressive behavior or losing bladder/bowel control will immediately be removed from the facility, taking care to avoid any additional stimulation.
 - Contact Environmental Services to clean up accidents.
 - Assist patient (as needed) in performing hand hygiene following the visit.

- Offer a hand sanitizing agent or disinfectant towelette to those who cannot wash their hands at a sink.
- Healthcare workers must wash hands or use an alcohol hand sanitizer if physical contact is made with the visiting dog.
- Aquariums
 - Aquarium maintenance is contracted out. Hospital employees shall not service aquariums.

Individual Support Plans for English Language Learners

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:

- 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.
- 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.
- 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, or 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.
3. The plan and timeline for preparing the student for graduation and licensure exams
4. The Director of Academic Support Services may talk with professors, Deans, and others to make sure the plan is fair and reasonable.
5. The Director of Academic Support Services will share the Support Plan with the student's advisor and professors each semester.
6. 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.
7. The student should let the Director of Academic Support Services if the Support Plan is not meeting their needs.

Student Health Policy and Health Services

The objective of the Student Health and Wellness program is to encourage health promotion and illness prevention. The Student Health nurses provide health assessments and referrals (if needed) for illness or injuries. Student Health is available Monday-Friday by calling

402-481-8468 or emailing studenthealth@bryanhealth.org. Students can also access **ezVisit**, a Bryan online virtual care service for minor illness, at no charge using their student identification number. Upon evaluation by Student Health, a referral to Employee Health may be an option for the limited services available there for students. Employee Health Services are located on both east and west campuses of the Bryan Medical Center. Students also may utilize their primary care provider or one of the local Urgent Care facilities using their private health insurance.

Students as health care providers are at increased risk of exposure to communicable and blood borne illness. Students are required to maintain complete and current health and immunization records with Student Health. This requirement ensures the well-being of students, clients and the health community. (Please refer to the Program-specific immunization requirements.)

A. Health and Immunization Requirements

Incoming health science students with an on-campus presence and/or students in a program containing clinical /practicum experiences are required to provide proof of required immunizations/immunity and identify allergies upon admission. Students are expected to complete immunization requirements and submit documentation before the start of admission if required. **Students who do not complete the immunization requirements will have an immunization hold placed on their account that will keep them from registering for classes the following semester.**

Immunizations required by program:

MSN

- **MMR (Measles, Mumps, & Rubella)** - 2-dose vaccine series **OR** a blood titer demonstrating positive immunity of each-measles, mumps, rubella
- **Varicella (Chicken Pox)** - 2-dose series **OR** a positive Varicella blood titer demonstrating immunity if previously had Chicken Pox. The history of disease alone does not meet the requirement.
- **TB (Tuberculosis):** TB testing is not required on admission but may be required prior to practicum experience.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** - 1 dose required within the past 10 years prior to start date- Once expired, can be updated with another Tdap or plain Tetanus (Td).
- **Hepatitis B** – 2 or 3 dose vaccine series (depending on vaccine received) **AND** Hepatitis B Surface Antibody blood titer demonstrating immunity **OR** a positive Hepatitis B Antibody blood titer by itself.
- **Mandatory seasonal influenza vaccination- required prior to scheduled practicum.** Influenza vaccine documentation is to be submitted to Student Health. Students who decline or are unable to receive the flu vaccine due to medical reasons, complete a Bryan Health declination form and submit to Student Health.

Ed.D (Doctorate of Education)

Exempt from all immunization requirements if completing practicum experiences in non-clinical settings.

If a student is completing a practicum experience with exposure to a clinical setting, proof of the following immunizations prior to starting practicum is required:

- **MMR (Measles, Mumps, & Rubella)** - 2-dose vaccine series **OR** a blood titer demonstrating positive immunity of each-measles, mumps, rubella
- **Varicella (Chicken Pox)** - 2-dose series **OR** a positive Varicella blood titer demonstrating immunity if previously had Chicken Pox. The history of disease alone does not meet the requirements.
- **TB (Tuberculosis):** TB testing is not required on admission may be required prior to practicum experience.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** - 1 dose required within the past 10 years prior to start date- Once expired, can be updated with another Tdap or plain Tetanus (Td).
- **Hepatitis B** – 2 or 3 dose vaccine series (depending on vaccine received) **AND** Hepatitis B Surface Antibody blood titer demonstrating immunity **OR** a positive Hepatitis B Antibody blood titer by itself.
- **Mandatory seasonal influenza vaccination- required prior to scheduled practicum.** Influenza vaccine documentation is submitted to Student Health. Students who decline or are unable to receive the flu vaccine due to medical reasons, complete a Bryan Health declination form and submit to Student Health.

DNAP (Nurse Anesthesia Practice)

- **MMR (Measles, Mumps, & Rubella)** - 2-dose vaccine series **OR** a blood titer demonstrating positive immunity of each-measles, mumps, rubella
- **Varicella (Chicken Pox)** - 2-dose series **OR** a positive Varicella blood titer demonstrating immunity if previously had Chicken Pox. The history of disease alone does not meet the requirement.
- **TB (Tuberculosis)** - 2-step TB skin test (two separate skin tests at least 1 week apart or two TB skin tests within the 12 months prior to college start date) **OR** a TB blood test (IGRA: QuantiFERON Gold) within 12 months prior to admission start date. If a student has a history of a positive TB skin test or IGRA, documentation of follow-up screening/care from a healthcare provider must be submitted to Student Health. TB testing will be required annually to meet the clinical site requirements.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** - 1 dose required within the past 10 years prior to college start date- Once expired, can be updated with another Tdap or plain Tetanus (Td).

- **Hepatitis B** – 2 or 3 dose vaccine series (depending on vaccine received) **AND** a positive Hepatitis B Surface Antibody blood titer demonstrating immunity **OR** a Hepatitis B Surface Antibody blood titer demonstrating immunity by itself
- **COVID-19 (SARS-CoV-2)** – proof of original 2 dose vaccines (2021/2022) **OR** proof of single dose bivalent since 2023 **OR** a signed declination for medical, religious, or creed exemption on file with Student Health prior to admission start date.
- **Mandatory seasonal influenza vaccination**-Influenza vaccination will be provided at the college at no expense during the annual flu season. If the flu vaccine is received elsewhere, documentation to Student Health is required. For students who decline or are unable to receive the flu vaccine due to medical reasons, an influenza declination form must be signed and kept on file.

Online Only/Non-Degree Seeking

- Exempt from all immunization requirements.

B. Student Health and Wellness Office (located in Room 206, 402-481-8468)

1. Student Health will monitor immunization records and notify students of immunizations that require renewal to meet continued immunization requirements.
2. Health Nurses will coordinate and offer seasonal influenza vaccination clinics each fall at the Lincoln location.
3. Students can request and obtain a copy of their immunization record through the Student Health Office.
4. Student Health will provide annual TB skin tests to DNAP students

C. Health and Hospital Insurance/Medical Expenses

1. Students are to be covered by health and hospitalization insurance. Any graduate student can contact Student Health for health insurance questions and informational resources.
2. Students coming into the College with any known physical conditions are to be responsible for their medications and treatments resulting from these conditions. Medications, referrals, treatments, diagnostic tests or other special services will be at the student's own expense.

D. Illness/Injury/Hospitalization/Surgery/Exposure

1. Students reporting an absence are expected to follow the specific course protocols identified for each classroom, clinical experience or practicum in a clinical setting.
2. If a student is absent due to injury, inpatient admission, hospitalization, surgery, or any actual or probable infectious conditions, the student must present documentation from a healthcare provider for review by the Student Health Nurses. Documentation would include dates of absence, date of return to class or clinical experiences, and specify any restrictions, if applicable, that may impact the student's ability to engage in normal classroom and/or clinical experiences. Students with restrictions/limitations may not be allowed to provide patient care in the clinical area. This will be evaluated on a case-by-case basis by the ADA Coordinator (Director of Academic Support and Accessibility Services) in consultation with faculty and the respective medical center's Employee Health Manager. Students are advised to contact the ADA Coordinator (Director of Academic Support and Accessibility Services) to discuss the situation and determine if special accommodation is deemed necessary.
3. The College reserves the right to specify provisions of treatment and follow-up for return to course activities following illness, injuries, or hospitalization.
4. Student Injuries while attending class or clinical experience
 1. At the time of injury, notify course faculty and contact Bryan Employee Health (402-481-8622) for evaluation/treatment if needed
 2. If emergency care and treatment are indicated, seek medical attention at the Emergency Dept., Urgent Care, or a personal care provider.
 3. Student or Dean to complete the B-Safe reporting form on the Hello Bryan website- use the icon Employee Event and report an incident as a student
5. Student Needle Stick or Blood and Body Fluid Exposure (All exposures must be seen by Bryan Employee Health for follow-up)
 1. At the time of the exposure, notify the assigned faculty and contact Bryan Employee Health (402-481-8622) or, after hours, the on-duty Administrative Manager at Bryan Health (402-481-1111).
 2. Exposures incurred at an off-campus educational experience must also be reported to that facility's supervisory staff.

3. Source patient blood is drawn onsite at the assigned facility. Blood testing for students is completed through Bryan Employee Health or as directed by that department.
4. Student or Dean to complete B-Safe reporting on the Hello Bryan website - use the icon Employee Event and report an incident as a student

E. Seasonal Influenza Vaccination Policy

1. The College's influenza vaccination deadline coincides with the Medical Center's designated influenza deadline. Dates will be determined annually and communicated to students prior to the influenza season.
2. Students are required to provide influenza vaccination documentation to the Student Health Office, Room 206, through one of the following methods of communication:
 - Students attending the College flu clinics will have their vaccination recorded into their electronic immunization record by Student Health Nurses.
 - Students who receive their vaccination through Bryan Employee Health are responsible for notifying Student Health of receiving their vaccination.
 - Students who receive their vaccination outside of Bryan Employee Health or Mary Lanning Employee Health are responsible for submitting documentation to Student Health.
 - If a student receives an influenza vaccination elsewhere, documentation must be submitted to the Student Health Office by email or uploaded into the Student Portal.
 - Students who complete the Influenza Vaccination Declination must provide the document to the Student Health Office.
3. Students who complete an Influenza Vaccination Declination will follow their respective medical center's policy.
4. Students who do not provide the required documentation to the Student Health Office by the College's designated deadline will violate the Student Code of Conduct.
5. The following sanctions will be applied to students who violate the Student Code of Conduct due to non-compliance with the Influenza Vaccination Policy:
 - Students are placed on a Registration Hold, which prevents them from registering for future classes.
 - Students are eligible to attend class but **NOT** eligible to participate in clinical experiences, which include but are not limited to hospital, clinic, community, skills lab, and simulation experiences.
 - The Clinical Absence Policy and fee structure will be applied to absences.
6. The sanctions identified above will be removed when students complete one of the following:
 - Students receive the influenza vaccination, and documentation is submitted to the Student Health Office.
 - Student submits a completed Influenza Vaccination Declination form to Student Health.

F. Lactation/Nurturing Rooms

- Bryan Medical Center has several Lactation/Nurturing rooms on both east and west campuses, which are available to students who need to breast pump while at the College or Bryan Medical Center. Accessibility is via proxy card entry, and students who would like to have access should contact Employee Health at (402-481-8622). Lactation consultants are available to answer questions or assist and can be reached at (402) 481-7103. A list of room locations is available through Bryan Employee Health or Student Health Office (Room 206, 402-481-8468.)

Library Policies

Library Spaces (Lincoln East Campus Only)

Library hours are posted outside the Library and on the Library website.

The Library's physical space is clearly divided for intended uses:

- The main or Computer Lab side is a space for individual and group use of the College computers, and has casual seating for group work, socializing, and community events.
- The "Quiet Side" of the Library is designated for individual, quiet, intentional study. Please respect other students by limiting conversations.
- The Group Study Room/Testing Center (on the "Quiet Side") must be reserved for group use, when not in use for testing. Please remember the space is on the "Quiet Side," and the room is not soundproof.
- Offices, cabinets, and the checkout desk and the area behind it are staff only spaces. Please ask Library employees for help if you need anything from those areas.

- Do not remove any office supplies (staplers, scissors, etc.), whiteboards, or equipment from the library without permission.
 - Please return any items from other parts of the college to those spaces.

Library Borrowing Policies (physical materials only)

Please note that the Library's e-journals, ebooks, and other electronic materials are available at any time and these policies apply to physical items only.

Items are available to check out during the Library's open hours.

- For Hastings and online only students, please contact the Librarians about borrowing physical items located in Lincoln. A Librarian will provide the materials (mailing, scanning, and emailing, or other types of delivery), without requiring an in-person visit to the Library.
- A limited number of items are available on the Hastings campus, for onsite use only. Please see the administrative assistant for help.

Borrowing Times

Please note special exceptions can be made to the borrowing times, depending on the situation. Please reach out to a Librarian to discuss options.

- **Books** in the main collection may be checked out for three weeks.
- **Reserve materials** (books, DVDs) can only be used in the library.
- **Journals** can only be used in the library.
- **Laptops** may be checked out for either one week (short term) or four weeks (long term).
- **Skills lab items** (such as stethoscopes, blood pressure cuffs, and reflex hammers) may be checked out for one week.
- **DVDs and CD-ROMs** can only be used in the library.
- **Other items** may be provided by faculty for check out. Borrowing length will be shared at the time of check out.

Returning Items

- During open hours, all items are to be returned to the Check Out Desk in the Library.
- When the Library is closed, books to be returned can be placed in the book drop, attached to the wall, outside the Library entrance.
- Skills lab items must be returned when the Library is open for security reasons.
- Laptops must be returned to a Library employee for security reasons.

Overdue Items

- The Library does not charge a daily fee for overdue items.
- Items not returned within 30 days of the final due date will be marked lost and the student billed the replacement cost.
 - Students will receive two emails asking for the item(s) to be returned, and the cost to replace the item(s), if not returned.
 - Students will receive a third email after 30 days stating that their college account has been charged.
 - Emails will be sent to students' college email addresses.
 - Emails will be sent from a library or college email account.

Education Department Borrowing Policies

The Library loans Basic Life Support (BLS) and other American Heart Association (AHA) books to students on behalf of the Education Department, to support Bryan Medical Center AHA certification classes. As these books belong to the Education Department, they set the policies borrowing these materials.

- Books can be borrowed for three weeks.
- Books must be returned to the instructor the day of the class, or the library if the class is missed.
- Overdue notices will be emailed from an Education Department email account.
- Overdue charges will be billed to their college account.

Printing and Photocopying, Scanning, or Faxing

Printing with PaperCut

All college computers for student use are connected to a PaperCut account using student computer logins. This applies to student computers found outside of the Library on East, West, and Hastings campuses.

- Each semester student PaperCut accounts are preloaded with \$25 (\$35 for graduate students).
 - Students cannot use these funds for anything other than printing.
 - Unused funds expire at the end of the semester.
- Black and white printing is \$0.05 per sheet of paper.
 - Computers are set to default to Black and white printing.
- Color printing is \$0.25 per sheet of paper.
 - Not all printers are color printers. Signs or employees will identify the color printers.
- Once the PaperCut account reached \$0, students may need to pay to add money to the account.
 - A library employee can add money to the account.
 - Unused funds expire at the end of the semester.

Printing, Photocopying, Scanning, or Faxing

Please note that printing, photocopying, scanning, and faxing are all a form of copying images and documents. Images and documents are protected as intellectual property under copyright laws. Please review the Bryan College of Health Sciences Statement of Copyright Restrictions and keep it in mind when making any type of copy.

Librarians are available to give guidance on copyright questions but cannot give legal advice.

Statement of Copyright Restrictions

Bryan College of Health Sciences abides by the Statement of Copyright Restrictions: The copyright law of the U.S. (Title 17, USC) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish photocopies or other reproductions. One of the specified conditions is that the photocopy is not to be used for any purpose other than private study, scholarship, or research. If a user makes a request for, or later uses, a photocopy or other reproduction for purposes in excess of fair use, that user may be liable for copyright infringement

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Dress Code Policy

For on-Campus and Bryan Supported Events

The definition of appropriate dress changes with time. Bryan College of Health Sciences recognizes that appearance offers one way for individuals to express their identities within the environments that they inhabit. Clothing and other aspects of appearance are important forms of nonverbal communication that affect how others perceive the wearer in either a positive or negative way. In all times, the dress and appearance for all students enrolled at Bryan College of Health Sciences is expected to project an image that exemplifies competence and respect for the educational environment, which includes respect for one another. Expected dress and appearance as described below is universal and applies to: classrooms, the library, skills lab, hallways, offices, study areas, and any other Bryan supported event.

- Exposure of undergarments and wearing of see-through garments is not acceptable.
- Daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene.
- Dress or appearance (including skin or other bodily designs) that are derogatory toward individuals or groups, contains sexual innuendos, or are ambiguously lewd are disruptive and disrespectful and will not be tolerated. . The student must be able to comply with the policies of various agencies where clinical experiences are scheduled in order to participate in the required clinical courses of each program.
- Anyone not exhibiting dress and appearance expectations will be privately informed by faculty, staff, or administration of why their dress or appearance is inappropriate.
- Failure to comply with dress code may result in the student being asked to change clothing. Students that do not follow established dress code may have further disciplinary action and may be dismissed from Bryan College of Health Sciences.
- All programs reserve the right to determine standards of professional dress.

Parking Policy and Procedure

Bryan College of Health Sciences Lincoln location follows the Bryan Medical Center Parking Policy and Procedure, as outlined below.

- Bryan Medical Center exists to serve the community. Thus, priority for prime parking locations is for patients and visitors. Special consideration is given to parking requirements for physicians and tenants. Each site will establish specific designated areas of parking for the following groups:
 - Patients
 - Visitors
 - Tenants
 - Employees
 - Physicians
 - Volunteers
 - Students of College of Health Sciences
 - Students receiving clinical training onsite
 - Travelers
 - Contractors and their employees
- Bryan assumes no responsibility for damage to or theft of items from vehicles parked on either site or at any assigned parking lot.
- The Medical Center reserves the right to tow improperly parked vehicles if necessary.
- The twelve (12) month period referenced in this procedure is defined as the elapsed period of time between the date of the first citation and the anniversary date of that same citation twelve (12) months later.

Steps:

- Vehicle Registration
 - Initial Registration
 - Employees and students will receive vehicle registration forms during the orientation process.
 - Tenants will register their vehicles through Facilities Management.
 - Physicians may contact the Medical Staff Services Department at the east site to obtain a card providing access to the gated area of the Sumner Street parking garage.
 - Volunteers and members of other groups will receive parking information, assignments and vehicle registration forms from their primary Bryan contact.
 - Annual Assessment: Security will conduct an annual Medical Center-wide vehicle registration assessment.
 - Changes: Notify Facilities Management any time there is a change in vehicles or license numbers, by completing a vehicle registration form and sending it to Facilities Management-East.
- Refer to addendums and maps for specifics on parking assignments by site and group.
- Parking Violations for employees/students: Security will monitor the parking program and issue tickets for violations to include:
 - Failure to park in designated lots.
 - East Campus

- Sumner Garage - Upper and level ramp
- Zone A (48th St. Garage) - 2nd level ramp, 3rd level ramp, and 3rd level, 4th level
- Zone B (Cotner Garage) - North of Cotner garage, North of 48th St. Garage, East of the Sumner Garage, North of the College of Health Sciences Building
- West Campus:
 - Parking Garage - ramp to 2nd level, 2nd level, Ramp to 3rd level, Ramp to 4th level, 4th level,
 - Emergency Department Lot - 2 south rows along Lake St., 1 row, West of Physician designated parking
 - Surface lot south of radiology, along Lake St - entire lot
- Parking in any areas reserved for other groups or designated no parking such as fire lanes, red-lined curbs, handicapped spaces or visitor and patient parking areas
- Parking over a line or taking two stalls
- Parking on residential side streets
- Failure to register or provide current vehicle license number
- Notify security (Ext. 18488 - East, Ext. 15802 - West) if any vehicle will be parked in a Medical Center lot for more than 24 hours

Corrective Action for Employees/Students

- Individuals who fail to register their vehicle(s) may be denied parking in any Bryan controlled parking lots.
- First Ticket - The first ticket issued in a twelve (12) month period will result in a written notice sent to the employee's manager or student's instructor.
- Second Ticket - The second ticket issued within a 12-month period will result in a written notice sent to the manager or instructor. Security will verify that the employee is on duty, and if so, a wheel lock will be placed on the car. In addition, a \$30.00 fine will be assessed for the wheel lock to be removed. NOTE: If you do not have the required parking sticker on your vehicle and are improperly parked, two tickets will be issued.
- Third Ticket - The third ticket issued within a 12-month period will result in Security verifying whether the employee is on duty. If the employee is on duty, a wheel lock will be placed on the vehicle requiring payment of a \$50.00 fine before Security will remove the wheel lock. In addition, a written notice will be sent to the manager or instructor indicating further violations may result in the employee's immediate termination.
- Fines should be paid to the cashier's office directly during office hours. After hours, an invoice will be sent to cashier services. This invoice must be paid the next business day between the hours of 8:00 a.m. and 4:30 p.m. If payment is not received as required, a wheel lock will be reapplied and remain on the vehicle until the fine is paid.
- Discretion will be used in all cases prior to having a vehicle wheel-locked.
- All citations will be destroyed as they reach their 12 month anniversary date. Action as described above will be taken if, at any time, an individual accumulates the specified number of citations in this twelve (12) month period. Actions taken as a result of these citations will not negate them. They will remain active and will count toward future action, if necessary, in the same time period.

Tobacco and Tobacco-Like Products

Bryan College of Health Sciences has a tobacco-free policy. Tobacco products include cigarettes, pipes, or cigars – and in any smokeless form. Also included are substitute items such as clove cigarettes, electronic cigarettes (also known as e-cigarettes), etc.

Use of tobacco and tobacco-like products is not permitted in the College or on the campus. This includes inside and outside of our buildings, all parking garages, lots and all grounds of our main and ancillary buildings. The procedure applies to all individuals including students, patients, visitors, employees, volunteers, medical staff members, and tenants. The one exception is patients of the Independence Center. Use of tobacco products is prohibited in personal vehicles when on Campus.

Students are expected to adhere to smoking and any other related policies of their off-site classroom or clinical experience sites.

Video Camera Use

College Video Camera Lending Policy

The following guidelines have been developed for the utilization of the Bryan College of Health Sciences video camera.

1. The video camera must be checked out and returned to the Bryan College of Health Sciences Education Information Technology Office.
2. The camera can be checked-out based on the following authorization:
 1. Bryan College of Health Sciences Faculty use for academic purposes.
 2. Faculty approved student use for course/academic purposes.
 3. Administrator approval for requested use by other hospital departments/employees.
3. Students are financially responsible for equipment that is lost or broken while checked out to them.

Video Recording in the Simulation Center

Video recording may be used in the simulation Center during simulated clinical experiences. Video recordings may be used during the debriefing period to help students reflect on the actions and activities that occurred during the simulated clinical experience. This recorded video will only be viewed by those students who participated in the simulated clinical experience, the instructor(s), and the Simulation Center faculty. The recorded video will be stored on a password-protected area of the College's computer system. It may temporarily be placed on Canvas but password protected so that only the participants may access it. The recorded video will be deleted from the computer at the end of each semester. Under no circumstances will the recorded video be viewed by other people without written consent of the participant(s). The recorded video will not be uploaded to any public viewing site such as Youtube.com or TikTok etc. If a faculty member wishes to use portions of a recorded video for educational purposes or as part of a conference presentation, they will obtain written consent from the participant(s) prior to that use. If a video is going to be used for research purposes, approved BCHS protocols must be followed.

Travel Policy

The purpose of this policy is to promote the health and safety of students by establishing travel guidelines.

It is the intent of the College to promote safety and to encourage students to engage in professional and safe conduct when traveling to and from College-sponsored extracurricular activities and events. For purposes of this policy, an activity or event is organized and sponsored by the College when it has been planned, funded, and properly approved by the appropriate College official or officials.

This policy applies only to travel that has been planned, funded, and approved by the appropriate College personnel, and is outside Lancaster County. However, students are encouraged to follow the guidelines set out in this policy and the safe travel rules established by the College whenever travel is College-related.

Students traveling to and from College-organized and sponsored activities or events may be required to use various modes of travel and travel under different conditions. Each form of travel requires the student to follow mode-specific safety precautions. In addition to following the federal and state laws that encourage safe travel, using sound judgment, and following this policy, students traveling to and from events covered under this policy must follow the safe travel rules approved by the College.

At no time will the College authorize and/or pay for students to rent a vehicle to attend a College-sponsored event, attend a conference or any other activity planned by a student organization.

At a minimum, these rules must include provisions concerning:

- **Use of Seat Belts and Other Safety Devices.** Seat belts and other safety devices must be used at all times.
- **Passenger Capacity.** Seating in personal vehicles must comply with the manufacturers' recommended safety capacity or federal or state law, whichever is lowest.
- **Privately Owned Vehicle.** Students who travel to and from activities or events covered under this policy using privately owned vehicles are required to follow the safe travel rules approved by the College and applicable state law. Students who drive their personal vehicle must complete a Student Liability Waiver Form. The driver and all passengers must wear seatbelts at all times.
- **Approved Drivers.** Approved drivers cannot have a major or capitol violation on their driving record, no more than one at fault accident of any type in the last three (3) years, and no more than two (2) moving violations during the last three (3) years.
- **Car Insurance.** Students must carry car insurance as required by Nebraska State law.
- **Valid Driver's License:** Students must have a valid driver's license.

- **Fatigue and Time of Travel.** Students who travel to and from events and activities covered under this policy should obtain a minimum of six (6) hours sleep before traveling and drive no more than five hundred (500) miles in a twenty-four (24) hour period. Students may not drive between the hours of 10:00 p.m. and 6:00 a.m. unless authorized by the organization sponsor.
- **Air and other modes of Commercial Transportation.** Students traveling by air and other modes of commercial transportation must comply with all federal laws regulating the specific mode of travel and the rules of the specific commercial carrier, including laws and rules regarding carry-on baggage and baggage weight restrictions. The College will not cover the cost of any overweight baggage.
- **International Travel:** Students traveling to locations outside the United States are responsible for satisfying all international travel requirements, including obtaining a valid passport, obtaining health and other insurance, establishing safe points of contact in the host country and taking account of travel advisories issued by the United States Department of State, the host country or other recognized international organizations.
- **Drugs and Alcohol:** Please refer to the drugs and alcohol procedure in the Student Catalog. Students are responsible for their behavior at all times on and off campus.
- **Weapons/Firearms:** Please refer to the weapons/firearms policy in this Student Catalog.
- **Travel Authorization.** Authorized student organizations that require their members to travel to events and activities covered under this policy must obtain written approval for the travel from their faculty sponsor and the Director of Student Services at least one (1) day prior to in-state events or activity and seven (7) days prior for out- of-state events or activity. When the College provides the transportation, students traveling to events must return by the same mode of transportation unless authorized to do otherwise by the appropriate College official. Students less than eighteen (18) years of age are not authorized to return in any other mode of transportation than the one provided, unless approved by faculty sponsors.

Procedures

The following procedures are established to implement the student travel rules

- College personnel are responsible for verifying that students are aware of these rules and for ensuring compliance with the procedures. Students who fail to comply with the rules and the procedures herein are subject to disciplinary action, up to and including suspension. Students that violate this policy and/or the procedures herein also are subject to disciplinary action, up to and including suspension. College personnel who fail to comply with the rules and the procedures herein are subject to a written reprimand or other disciplinary action.
- All trips require that a completed Student Organization Travel Itinerary form be completed by the student and submitted by the organization's faculty sponsor to the Director of Student Services a minimum of seven (7) days prior to the trip. This includes all travel that involves student organizations.
- Each student traveling is required to submit to the Director of Student Services, the following:
 - Student Travel form
 - Statement of Understanding Regarding Student Travel at any College Sponsored Activity form
 - Student Liability Waiver
 - Approved driver form (if driving personal vehicle)
 - Travel Guidelines and expectations for students

Medical Leave of Absence

During enrollment at Bryan College of Health Sciences, some students will need to take a medical leave because a medical and/or psychological issue temporarily prevents that student's successful and productive participation at the College.

A medical leave is authorized by the Vice President of Student Affairs with supporting documentation from a health care provider. A medical leave of absence may be granted for up to three academic semesters, not including summer sessions. Before a student may submit a request for medical leave, they must work with their academic dean to work through an individualized plan to assist with student progression, including the feasibility of being placed into another student cohort. The individualized progression plan must be uploaded when submitting a medical leave request. In the event a student is unable to work with their academic dean due to unexpected circumstances, the Vice President of Student Affairs will work with the academic dean with the utmost care to determine the best pathway for the student.

Students on a medical leave are expected to focus on the evaluation of, treatment for, and management of the illness or condition which necessitated the leave. The Vice President of Student Affairs will communicate the terms of the leave and the

conditions and procedures for returning to Bryan College of Health Sciences. When a medical leave is authorized, students are withdrawn from all courses which they are registered in the current semester. In exceptional cases, incompletes may be granted, depending upon the incomplete policy eligibility.

In circumstances when a student is at risk to themselves or others, unable or unwilling to carry out substantial self-care obligations, and the student does not want to take a leave voluntarily, the Vice President of Student Affairs has the discretion to place the student on a medical leave.

Students who do not return after the specified Medical Leave of Absence, will be administratively withdrawn and required to reapply for admission to return to Bryan College of Health Sciences.

The medical leave is a neutral action and should not be considered as negative or of a disciplinary nature. The official date of medical leave will be determined by the last date of attendance for an enrolled student.

A student is eligible for a tuition refund, following the BCHS tuition refund schedule. If a student believes extenuating circumstances merit a departure from the tuition refund schedule because of medical reasons, they may appeal in writing to the Vice President of Student Affairs for special consideration. Refund exceptions are rare and typically only made in the event of unavoidable and unexpected situations beyond the control of the student. Exits occurring because of neglected physical or mental health needs are not usually granted an exception to the refund schedule. Students requesting special consideration for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the medical issue and how it commands an immediate and necessary exit from the institution. This documentation must be received by the Vice President of Student Affairs Office no later than 10 days from the date of the request for a medical leave. If a student applies for readmission, Bryan College of Health Sciences will require the student to provide written verification from a physician and/or licensed medical professional that the student is physically and emotionally ready to return to Bryan College of Health Sciences.

S2age Withdrawal Notification Policy

The S2AGE community is an intentional living environment designated for actively enrolled students of Bryan College of Health Sciences and older adults. Residency in the S2AGE community is contingent upon a student's active enrollment status with the College.

Policy Guidelines:

- **Notification of Withdrawal:**
When a student residing in the S2AGE community withdraws from Bryan College of Health Sciences, whether voluntarily or involuntarily, they must immediately notify the Vice President of Student Affairs and the Director of the S2AGE Living Community.
- **30-Day Move-Out Period:**
BCHS S2AGE Residents who are no longer enrolled due to withdrawal will be issued a formal 30-day notice to vacate their S2AGE apartment. This notice will begin on the official date of withdrawal from the College.
- **Appeals Process for Extenuating Circumstances:**
Students who experience extenuating circumstances and wish to remain in the S2AGE community beyond the 30-day notice period may submit a written appeal. Appeals must be submitted within ten (10) calendar days of the student's official withdrawal date. Appeals should be addressed to the **Vice President of Student Affairs** and the **Director of S2AGE Living Community** for review and determination.
- **Early Termination:**
If the withdrawal is related to conduct, safety concerns, or other urgent institutional reasons, the Vice President of Student Affairs or the Director of the S2age Living Community reserves the right to shorten the 30-day notice period as appropriate.
- **Financial Obligations:**
Residents are responsible for any housing charges incurred during the 30-day notice period, including past due rent payments.

Complaints and Grievances

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.

Procedure

1. The President of the College or their representative will review and investigate any written formal complaints received.
2. A written response to the formal complaint will be formulated by the President or their representative.
3. The President will maintain a written complaint record including: number of complaints, type of complaint, written response to the complaint, and resolution of the complaint.
4. General information on the nature of complaints on file will be available to any person upon written request.

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.

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Grievance Process

The Bryan College of Health Sciences (BCHS) Student Grievance Process outlines the process by which students may express and resolve a grievance that they have with any BCHS employee or fellow student. The process for resolving a grievance allows all parties to be heard. It is important for students to be aware of this process should they be involved in a conflict, disagreement, or misunderstanding.

The Student Grievance Process may also be used for grievances involving a third party associated with the College. However, in these instances, the College has discretion to resolve the matter under College contracts, agreements, policies, or laws applicable to the third-party entity, rather than involving the third party in the Student Grievance Process.

The Student Grievance Process in its entirety is an internal process and legal counsel is not permitted. It is not intended to create an adversarial or court-like proceeding but is designed to facilitate fact-finding and to review incidences, actions, or decisions that have negatively affected or raised a serious concern for a student. No retaliatory action will be taken against any participants because they have participated in this process.

Each step in the formal Student Grievance Process indicates who will receive notification of the decision. All decision notifications will be delivered electronically via the College-provided email accounts. Failure of the student to initiate the next

step in the process within the specified period of time indicates acceptance of the decision and waives the student's right to further review or appeal. Time limits may be changed by mutual agreement of the involved parties and approval by the Provost or Vice President of Student Affairs. Typical reasons for a timeline to be extended include: 1) If College employees are not responding to the student in a timely manner or 2) To allow time for the student to determine whether or not an attempted resolution has rectified the issue. If a resolution of the grievance is obtained in any given step, the resolution is considered final.

The academic status of the student will not be altered until resolution of the grievance is obtained in any given step. Students who are grieving matters that will affect progression may progress to subsequent semester classes while the grievance process is in progress. Should the resolution result in an upheld decision and the student is not allowed to progress, the student will be administratively withdrawn from the course and receive a full refund for tuition paid for that course. ***For grievances regarding final grade appeal, please refer to the Final Course Grade Dispute Policy.***

The Provost and Vice President of Student Affairs are integral to facilitating the review process and have responsibility for making determinations in the process. The Provost facilitates the process for academic matters and the Vice President of Student Affairs facilitates the process for non-academic matters. If the matter has both academic and non-academic elements, the Provost and Vice President of Student Affairs will discuss the case and decide who will facilitate the Student Grievance Process. The Provost or Vice President of Student Affairs will name a designee in the event that they are unavailable. If the Provost or Vice President of Student Affairs is named as an involved party in the grievance, the College President will designate an alternative leader to facilitate the process.

Step 1: Informal Process

Every reasonable effort should be made by all parties to resolve the concerns informally before a formal grievance is filed. At this stage, no written records of the matter will be placed in the student's official file. The student may initiate Step 2, a formal Departmental Review, if they determine that informal discussions have not resulted in resolution or that they do not wish to engage in informal discussions.

The initial contact person for the informal process depends on the issue.

- For matters involving a College employee or fellow student, the student with a concern should contact the person(s) with whom there is a difference or dispute.
- For matters involving a third party associated with the College, the student with a concern should contact their academic advisor to determine a plan for informal resolution of the issue. Students may choose a faculty member other than their assigned academic advisor to act as an advisor if desired.

In some cases, the student may wish to discuss the concern initially with the Program Dean, Provost, or Vice President of Student Affairs, who may also assist in attempting to reach an informal resolution. However, contacting the Program Dean, Provost, or Vice President of Student Affairs does not serve as a substitute for meeting directly with the appropriate initial contact person.

All parties should work toward resolution within a reasonable timeline. The student should send an email requesting to meet with the initial contact person within 10 business days of the point of time when the student has knowledge of the issue being grieved. The initial contact person should work with the student to schedule a meeting to resolve the matter. The meeting should take place within five (5) business days from the receipt of the student's email. At the meeting the initial contact person and the student should discuss the student's concern and work toward a mutually agreeable resolution.

Step 2: Formal Departmental Review Process

If the student determines that informal discussions have not resulted in a timely or satisfactory resolution or if the student does not wish to engage in informal discussions, the student may initiate the formal Student Grievance Process by submitting the [Student Grievance Form](#). The Student Grievance Form should be completed within 15 business days of the point of time when the student has knowledge of the issue being grieved.

The Formal Grievance process begins with a Departmental Review. However, if the student has reason to believe that a Formal Departmental Review would result in a biased outcome, the student may request to move directly to Step 3, Formal Grievance Board Review. The Provost or Vice President of Student Affairs makes the decision either to continue with a Formal Departmental Review or proceed directly to a Formal Grievance Board.

Upon receipt of a Student Grievance Form, the Provost or Vice President of Student Affairs will designate an appropriate department leader to investigate the grievance. A designated leader should be someone with decision-making authority over the matter, unless they are named as an involved party in the grievance. The designated leader will initiate an inquiry into all facts relevant to the case and notify involved parties that a Formal Departmental Review Process is being conducted. The inquiry typically includes meetings with the student who submitted the grievance, other parties involved, and relevant witnesses. In some cases, this may mean meeting with involved parties at the same time. Any involved party may submit additional written statements during the review. Any involved student may choose a faculty or staff member to act as an advisor throughout this process if desired.

The designated leader will notify the student who submitted the grievance of the results of the Formal Departmental Review. This notification will occur within 10 business days of receipt of the Student Grievance Form.

- If the grievance is upheld, the designated leader will attempt to identify a resolution.
- If possible, the resolution will be communicated at the same time as the Formal Departmental Review decision and completed within 15 business days of the decision.

If the matter is resolved to the satisfaction of the student who brought the grievance, the grievance will be considered closed. If the grievance was not upheld or was not resolved to the satisfaction of the student who brought the grievance, the student may proceed with Step 3, a Formal Grievance Board Review.

Step 3: Formal Grievance Board Review

If the student is not satisfied with the outcome of the Formal Departmental Review Process or believes the Formal Review Process would result in a biased outcome, the student may request a Grievance Board Review. The student should submit the Grievance Board Review Request to the Provost (for academic matters) or Vice President of Student Affairs (for non-academic matters) within five (5) business days of receiving a Departmental Review decision. The student's Grievance Board Review Request must be submitted by e-mail and include rationale for why the Grievance Board Review is requested.

Upon receipt of the Grievance Board Review Request, the Provost or Vice President of Student Affairs will meet individually with involved parties and explain the Grievance Board Review process. The Provost or Vice President of Student Affairs will arrange the Grievance Board Review Meeting within 10 business days of receiving the Grievance Board Review Request.

The Grievance Review Board will be comprised of two faculty members, one professional staff member, and two students who will be trained in the Grievance Review process by the Provost/Vice President of Student Affairs. A list of potential, non-conflicting Grievance Review Board members will be reviewed with both parties to ensure that there is no conflict of interest. The Provost/Vice President of Student Affairs will select the Grievance Review Board members from the list.

The original Student Grievance Form, the Formal Departmental Review results (if applicable), and any material that any involved party will bring forth at the Grievance Board Review Meeting must be submitted to the Provost or Vice President of Student Affairs three (3) days prior to the Grievance Board Review Meeting. All written materials submitted will be available for review by all parties involved in the Grievance Review Board Meeting. Materials will be available for review during the College's office hours and will be checked in and out. All materials are confidential and should not be shared or discussed with anyone, including other members of the Grievance Review Board.

Any involved student may elect to have witness(es) present information at the Grievance Review Board, and may be accompanied by one non-testifying Bryan College student or employee as an advocate. The Provost or Vice President of Student Affairs will determine the appropriateness and involvement of witnesses. Witnesses may be deemed appropriate for either party.

The Provost or Vice President of Student Affairs will serve as the nonvoting chairperson of the Grievance Review Board and will conduct the meeting utilizing the Grievance Review Board agenda. Confidentiality will be maintained by the Grievance Review Board. All involved parties will have the right to be present at the Grievance Review Board Meeting. All involved parties will have the opportunity to speak according to the agenda. The Grievance Review Board Meeting 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 Grievance Review Board will deliberate in private, and such deliberation will not be recorded. The Grievance Review Board will determine if "it is more likely than not," that the alleged grievance occurred and/or resulted in unfair and/or inequitable treatment. The decision will be made by a secret ballot majority vote of the members of the Grievance Review Board. The ballot results will be shared with the Grievance Review Board at the conclusion of the voting.

Any changes in the scheduled Grievance Review Board meeting must be requested in writing to the Provost (academic issues) or Vice President of Student Affairs (non-academic issues) at least 24 hours before the appointed meeting time. Unless the College determines that extraordinary circumstances justify a different outcome, failure of the student to appear at the Grievance Review Board meeting will nullify the process and the outcome of the last step will stand. If the other involved parties do not attend the scheduled meeting, they will have forfeited their right to be present and the Grievance Board Review will proceed without them.

The Provost or Vice President of Student Affairs will notify all involved parties of the Grievance Review Board's decision within three (3) business days of the Grievance Review Board's decision.

[Grievance Board Review Request](#)

Step 4: Formal Appeal to the College President

A decision reached by the Grievance Review Board may be appealed to the President of the College by either the student or the other involved parties. A written appeal must be delivered to the Provost (for academic matters) or Vice President of Student Affairs (for non-academic matters) within five (5) business days of receiving the decision. The appeal will be limited to a review of the record and supporting evidence of the Grievance Review.

Acceptable reasons for appeal are:

- To determine whether the Grievance Review was conducted fairly in light of the complaint and evidence presented and conformity with prescribed procedures.
- To determine whether the decision reached was based on substantial evidence, that is whether the facts in the Grievance Review were sufficient to meet the criterion of "it was more likely than not."
- To consider new information to alter a decision or other relevant facts not brought out in the Grievance Review, because the student or College personnel appealing did not know such information at the time of the Grievance Review. Use the [Student Grievance Form B](#) and submit.

The President will make an appeal decision within 10 business days of receiving the record and supporting evidence from the Grievance Review Board. The decision of the President is final.

State of Nebraska Authorization/Complaint Processes

State of Nebraska Authorization/In-State Complaint Process

The College is considered legally authorized by the State of Nebraska's Commission on Postsecondary Education for Title IV funding eligibility purposes.

The State has a process to review, investigate, and resolve student complaints arising under State laws, including laws related to fraud or false advertising (74 Fed. Reg 66865-66, Oct. 29, 2010). A student can file a complaint with the state at the following link: <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Out-of-State Student Complaint Process

Bryan College of Health Sciences is committed to providing a process for resolving out-of-state student complaints. Students who live in a U.S. location outside of the state of Nebraska either live in a SARA location or a non-SARA location. SARA stands for State Authorization Reciprocity Agreement. Some U.S. states, districts, and territories participate in SARA, whereas others do not participate. The College website's complaints page or the Instructional Systems and Compliance Coordinator can help students determine which type of location they reside in and provide contact information for filing a complaint.

Out-of-state students in SARA locations should take the following steps to initiate complaints pursuant to SARA policy:

1. Follow the Bryan College of Health Sciences [formal complaints policy](#).
2. If the complaint cannot be resolved at the College, [file a complaint](#) with the Nebraska Coordinating Commission for Postsecondary Education (CCPE), the Nebraska State Portal Entity for SARA. Please note that the Commission cannot, by law, review complaints related to course grades, academic sanctions, or discipline/conduct matters.

Out-of-state students residing in non-SARA locations should refer to their specific state or territory's complaint procedures.

Safety Policies

Drug and Alcohol Policy and Procedure

Bryan College of Health Sciences is committed to providing a drug and alcohol free educational environment which supports the mission of the College. The College's primary role in dealing with the use or potential use of drugs or alcohol is that of prevention, counseling, and education.

The risks associated with the use of illicit drugs and the abuse of alcohol are numerous and include physical and mental impairment, emotional and psychological deterioration, and devastating effects on family and friends. There are obvious risks, such as being charged with driving under the influence or while intoxicated, and sustaining or causing personal injury. There are a number of less obvious risks associated with alcohol and other drug abuse: poor academic performance; poor job performance; unwanted sexual activity; sexually transmitted diseases, including HIV/AIDS; and jeopardizing future career prospects. In addition, alcohol and drug abuse put the user at considerable health risk, which can include: nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations and, in some cases death.

It is the policy of the College that the unlawful manufacture, distribution, dispensation, possession, use of a controlled substance, or the purchase, sale, possession, use or consumption of alcohol is strictly prohibited on College premises, extension of the College campus, and at all College-sponsored events and activities on and off campus. A College-sponsored student event is any gathering that is arranged or endorsed by the College, where students are in attendance. Attendance at any school activity, either curricular or extra-curricular, while under the influence of alcohol, shall constitute misconduct, unless prior permission from Bryan College administration has been obtained and the alcohol is sold off campus by a licensed independent vendor via a "cash bar" and only to persons of legal age. Any student or student organization that violates this policy will be subject to disciplinary action up to and including dismissal from the College. Disciplinary sanctions may also include the completion of an appropriate rehabilitation program. Students may be placed on suspension until the required program is completed.

The College reserves the right to notify an appropriate law enforcement agency when violation of the alcohol and drug policy is also a violation of the law.

If there is a reasonable suspicion of alcohol or drug consumption prior to or while in class or at a College-sponsored activity, the student may be removed from the class or activity. If there is a suspicion of drug or alcohol consumption prior to or after reporting to clinical activities, the student will be removed from the clinical setting.

At the discretion of the faculty or College Administrator, the student may be taken for evaluation, which may include alcohol or drug screening test(s).

Reason to suspect impairment and/or withdrawal include personal observations of, but not limited to, the following signs: poor neuromuscular coordination, diaphoresis, tremors, muscle cramps, gastrointestinal cramps/diarrhea, irritability, restlessness, difficulty concentrating, drowsiness, confusion, slurred speech, blurred vision. Acute behavioral changes such as severe mood swings, panic, severe depression, excessive physical activity, difficulty with authority and poorly explained errors, accidents or injuries are reasons to suspect impairment or withdrawal. Signs, behavior changes or other evidence of impairment and/or withdrawal will be documented by program administration, faculty or clinical preceptors and will include dates, times, locations, and names of witnesses.

Reason to suspect substance use disorder can be based on personal observations documented by administration, faculty or clinical preceptors. Documentation of concerns related to attendance (frequent or unexplained tardiness, absences, illnesses;), behavior (see behavior changes above), performance (underperformance, errors or elaborate excuses), physical signs (see signs above) and use of controlled substances (consistently uses more drugs than colleagues, heavy wastage of drugs, drugs carried outside of clinical area) will include dates, times, locations, and names of witnesses.

Intervention by School

Assessment for Chemical Dependence or Substance Use Disorder

A student is required to complete an assessment for chemical dependence/substance use disorder if a drug screening is positive or based on reason to suspect impairment, withdrawal or substance use disorder. The assessment method must be

preapproved by the Vice President of Student Affairs. The results of the assessment must be provided to the Vice President of Student Affairs and Program Dean. The student is placed on administrative/medical leave of absence until the assessment results are reviewed by the Vice President of Student Affairs and Program Dean.

Reentry

A safe return to the program will be facilitated on an individual basis. A student placed on administrative/medical leave of absence for substance use disorder may not be able to reenter the program if reentry is a threat to the student's or patient safety. Readiness for reentry is a collaborative decision of any applicable monitoring/treatment programs, a certified drug and alcohol counselor, the Vice President of Student Affairs, and the Program Dean.

A reentry contract with conditions to reenter the program will be written and agreed upon by the Vice President of Student Affairs, Program Dean and affected student prior to return the classroom or clinical activities. A reentry contract is required for a student placed on administrative/medical leave of absence for assessment and/or treatment of chemical dependence or substance use disorder. Conditions likely will include evaluation by a certified drug and alcohol counselor, successful completion of a rehabilitation program if recommended, compliance with any follow-up care such as taking prescribed naltrexone or participating in a 12-step program, and participation in a monitoring program with random drug testing at the student's expense, with results reported to the Vice President of Student Affairs. The student is required to comply with all conditions of any monitoring contract the student has entered into with a state licensing authority. Additional conditions may be included in the reentry contract on a case by case basis.

Drug Violations can render students ineligible for federal student aid. If you or someone you know is having difficulties because of alcohol or substance abuse, please seek assistance. The College and the Lincoln community include individuals and agencies with the resources to help. Counseling Services (Lorie Escobar, 402-481-3831) or Continuum EAP (402-476-0186) are resources that can provide information and access to counseling, treatment, support groups and rehabilitation programs.

Campus Security/Crime Prevention

Bryan College of Health Sciences is a private health sciences institution serving approximately 750 students and employing approximately 75 faculty and staff members. The College operates educational locations in Lincoln and Hastings, Nebraska. Lincoln has a population of approximately 250,000, while Hastings has a population of approximately 25,000.

The College's primary location is situated on the Bryan East Campus in Lincoln, Nebraska. Bryan College of Health Sciences also utilizes instructional and administrative space on the Bryan West Campus, located approximately three miles west of the Bryan East Campus. In Hastings, the College conducts educational activities on the Mary Lanning Healthcare campus.

As part of the communities in which it operates, Bryan College of Health Sciences is subject to many of the same public safety concerns and crime-related issues that may affect educational institutions and surrounding communities. The College is committed to fostering a safe and secure learning and working environment through collaboration with Bryan Health Security, local law enforcement agencies, campus community members, and community partners.

This Annual Security Report is published in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and includes information regarding campus security policies, crime prevention programs, emergency response and evacuation procedures, crime reporting processes, victim resources, and campus crime statistics.

Bryan College of Health Sciences complies with the Student Right-to-Know and Campus Security Act of 1990, codified at 20 U.S.C. § 1092, as amended. In accordance with federal requirements, the College annually discloses information concerning campus safety and security policies, procedures, and crime statistics for Clery-reportable geographic locations.

The Office of Postsecondary Education Campus Safety and Security data for Bryan College of Health Sciences is available through the U.S. Department of Education's Campus Safety and Security website. Individuals seeking additional information regarding crime statistics, crime logs, or campus security policies may contact the Vice President of Student Affairs. The College maintains crime log information in accordance with applicable federal regulations.

The Clery Act, enacted in 1990 and subsequently amended, requires institutions of higher education participating in federal student financial aid programs to publish an annual security report and disclose crime statistics for specified offenses

occurring within designated Clery geography. The Violence Against Women Reauthorization Act of 2013 (VAWA) further amended the Clery Act to require the collection and reporting of statistics related to domestic violence, dating violence, sexual assault, and stalking, and to establish additional policy, prevention, education, and procedural requirements.

The information contained in this Annual Security Report has been compiled and reviewed under the supervision of the Vice President of Student Affairs in collaboration with Student Services, Bryan Medical Center Security, the Bryan Medical Center Safety Officer, and other College officials responsible for campus safety and compliance. Crime statistics included in this report are collected, classified, and reported in accordance with Clery Act requirements and applicable federal guidance.

Bryan College of Health Sciences places a high priority on the safety and well-being of students, employees, and visitors. The College has established policies, procedures, educational programs, and partnerships designed to support a secure learning and working environment. These efforts include crime prevention and awareness initiatives, emergency preparedness planning, timely warning and emergency notification processes, behavioral intervention resources, and ongoing collaboration with security personnel and local law enforcement agencies. Through these measures, the College seeks to promote a campus environment that supports learning, personal development, and community well-being.

Campus Security

Campus safety is every individual's concern and responsibility. The success of the security staff is largely measured by the degree of support and cooperation it receives from the people it serves. All members of the campus community are expected to support the efforts of the Security Officers in developing and maintaining a safe and secure learning environment.

Campus Security at Bryan Medical Center (Lincoln)

Campus Security is managed by the Facilities Management Department of the Bryan Medical Center. The administrative office for Facilities Management is located in the basement of Bryan East Campus. If at any time an employee or a student believes that appropriate security procedures are not being followed, or that the Medical Center/Bryan College of Health Sciences environment is not safe, please call extension 18990 from a medical center phone or 402-481-8990 from an off campus phone to speak to the Director of Facilities Management.

Bryan security services are available 24 hours a day, seven days a week, including holidays. To contact a security officer at the Bryan East Campus, dial extension 18488 from a medical center phone or 402-481-8488 from an off-campus phone. To contact a security officer at Bryan Medical Center West, dial extension 15802 or 402-481-5802.

Bryan security is available to escort individuals to/from the medical center or college or to/from their vehicles when requested. Assistance also will be provided to jump start vehicles and inflate tires.

Vehicle registration and parking regulations at Bryan Medical Center/Bryan College of Health Sciences are enforced by the Medical Center Security Officers.

Campus Security at Mary Lanning Hospital (Hastings)

Campus safety is every individual's concern and responsibility. The success of the security staff is largely measured by the degree of support and cooperation it receives from the people it serves. All members of the campus community are expected to support the efforts of the Security Officers in developing and maintaining a safe and secure learning environment. Security is managed by the Security Department at Mary Lanning. If at any time an employee or a student believes that appropriate security procedures are not being followed, or that Bryan College of Health Sciences environment is not safe, please call extension 5160 from a hospital phone or 402-984-4950 from an off campus phone to speak to the Director of Security.

Mary Lanning security is available to escort individuals to/from the hospital or college or to/from their vehicles when requested. Assistance also will be provided to jump start vehicles and inflate tires.

Safety Tips

The following safety tips are provided to help reduce the potential for crime:

- Always keep your car, house, apartment, or room locked. Keeping doors open for even short periods of time could affect your personal safety or result in theft or vandalism of your belongings.
- Keep valuables out of sight. If in your house/room, lock them in a safe place. If in car, lock them in your trunk.

- Do not leave purses, books, or backpacks unattended in classrooms, lounges, or in the library. Lockers are available at the College for student use.
- Do not walk, run, or jog alone. This is especially important at night and early in the morning when it is dark and there are few people around.
- Use sidewalks whenever possible and stay in well-traveled and well lighted areas.
- Walk with a purpose. This will show you are confident and are not likely to be an easy victim.
- Let someone know where you are and when you plan to return. If you are missed, someone can look for you.

Building Security

The main doors to the College at both our Lincoln and Hastings locations are secured 24/7. These entrances can only be opened by an individual with an authorized badge reader.

Security Department's Authority and Working Relationship with Law Enforcement Agencies

Bryan Medical Center - Lincoln Location

Bryan Security Officers have been authorized by the College to help ensure safety, carry out security duties and assist with enforcing rules and regulations on the campus of the medical center and college. All persons leaving or entering the premises may be checked. Any person on Bryan property may be required to show identification to a security officer or medical center/college personnel. All problems or incidents involving Bryan College of Health students, will be forwarded to the College's administration for review and action.

Bryan Security officers do not have law enforcement authority (i.e. powers of arrest), and rely upon local law enforcement agencies when the need arises. The Lincoln police will be summoned to the campus should circumstances warrant the arrest of the offender. Bryan Security maintains a positive professional relationship with the Lincoln Police Department, as well as with state and federal agencies in matters concerning their specific jurisdiction. Although a written memorandum of understanding does not exist, local police will respond to calls for service to the campus community to investigate alleged criminal offenses. The College does not have officially recognized student organizations with off-campus address locations. The Lincoln Police Department and Medical Center Security openly exchange information concerning security and crime related matters and continue to maintain a pro-active stance with respect to the welfare of Bryan Medical Center/Bryan College of Health Sciences and the Lincoln community.

Mary Lanning Hospital - Hastings Location

Mary Lanning Security Officers have been authorized by the College to help ensure safety, carry out security duties and assist with enforcing rules and regulations on the campus of the hospital and college. All persons leaving or entering the premises may be checked. Any person on Mary Lanning property may be required to show identification to a security officer or hospital/college personnel. All problems or incidents involving Bryan College of Health students, will be forwarded to the College's administration for review and action.

Mary Lanning Security officers do not have law enforcement authority (i.e. powers of arrest), and rely upon local law enforcement agencies when the need arises. The Hastings police will be summoned to the campus should circumstances warrant the arrest of the offender. Mary Lanning Security maintains a positive professional relationship with the Hastings Police Department, as well as with state and federal agencies in matters concerning their specific jurisdiction. Although a written memorandum of understanding does not exist, local police will respond to calls for service to the campus community to investigate alleged criminal offenses. The College does not have officially recognized student organizations with off campus address locations. The Hastings Police Department and Hospital Security openly exchange information concerning security and crime related matters and continue to maintain a pro-active stance with respect to the welfare of Mary Lanning Hospital/Bryan College of Health Sciences and the Hastings community.

Reporting and Institutional Response to Criminal Reports

To achieve a safe and secure campus environment, all members of the campus community are encouraged to immediately report any suspicious or criminal activity observed.

Bryan Medical Center - Lincoln Location

To report such activity, call the security department at 18488, Bryan East Campus or 15802, Bryan West Campus. Upon receipt of a call, the Security Officer will gather preliminary information from the caller and when appropriate, report to the location of the occurrence. The responding officer will investigate the complaint or concern and complete an occurrence report if

appropriate. Reported violations of state or federal laws, Medical Center or College policy, or suspicious activity are documented in reports maintained by Facilities Management. Based on 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. You may also report any act of violence or intimidation to the College's Title IX Coordinator or the Title IX Deputy Coordinator.

All members of the Medical Center/Bryan College of Health Sciences community are encouraged to promptly report all crimes to campus security and appropriate police agencies, when the victim of a crime elects to, or is unable to, make such a report. There is currently no institutional policy or procedure for victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual security report. All members of the Medical Center/Bryan College of Health Sciences community are encouraged to program into their mobile phone and/or memorize the following numbers to report criminal behavior and emergencies:

Contact	Inside Campus Outside Campus	
East Campus Security	18488	402-481-18488
West Campus Security	15802	402-481-5802
Lincoln Police, Fire and rescue	9-911	911
Non- Emergency	402-441-6000	402-441-6000

Mary Lanning Hospital - Hastings Location

To report such activity, call the security department at 5160. Upon receipt of a call, the Security Officer will gather preliminary information from the caller and when appropriate, report to the location of the occurrence. The responding officer will investigate the complaint or concern and complete an occurrence report if appropriate. Reported violations of state or federal laws, Hospital or College policy, or suspicious activity are documented in reports maintained by Mary Lanning Security. Based on the nature of the incident, Mary Lanning Security Officers will instigate the appropriate response according to Hospital/ College policy. If appropriate, the Hastings Police Department will be called in to assist or resolve the incident. You may also report any act of violence or intimidation to the College's Title IX Coordinator or the Title IX Deputy Coordinator.

All members of the Medical Center/Bryan College of Health Sciences community are encouraged to promptly report all crimes to campus security and appropriate police agencies, when the victim of a crime elects to, or is unable to, make such a report. There is currently no institutional policy or procedure for victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual security report. All members of the Medical Center/Bryan College of Health Sciences community are encouraged to program into their mobile phone and/or memorize the following numbers to report criminal behavior and emergencies:

- Mary Lanning Security: 402-984-4950
- Hastings Policy, Fire, and Rescue: 911
- Hastings Policy Non-Emergency: 402-461-2380

All Locations:

Criminal incidents involving students and/or employees may also be addressed by the College Administration through College disciplinary proceedings. The College administration may impose sanctions up to and including expulsion for students and/or termination for employees.

Campus Security Authorities

The definition of Campus Security Authorities under the Clery Act includes: - (1) A campus law enforcement unit; (2) An individual or organization specified in an institution's statement of campus security policy as an individual or organization to whom students and employees should report criminal offenses; and (3) An official of an institution who has significant responsibility for student and campus activities but does not have significant counseling responsibilities.

The following departments and individuals have been designated as campus security authorities to whom students and employees should report crimes:

Lincoln Location:

- Bryan Medical Center Operator: Dial 6 (in building) or 402-481-1111

- Bryan Medical Center Security Department (East Campus): 402-481-8488
- Bryan Medical Center Safety Officer (West Campus): 402-481-5802

Hastings Location:

- Mary Lanning Operator: 402-984-4950
- Bryan Medical Center Security Department: 402-984-5950

All Locations:

- *College President: 402-481-8602
- *Provost: 402-481-8847
- *Vice President of Operations and Finance: 402-481-3967
- *Vice President of Student Affairs/Title IX Coordinator: 402-481-3804
- Deputy Director (Title IX) : 402-481-3663

Timely Warnings

The Executive Committee of the College in conjunction with Bryan Medical Center Security or Mary Lanning Security using their professional judgment will issue a timely warning for any serious incident when it represents a serious or continuing threat to students and employees and enough information is known about the crime to determine what information to release. The primary method of warnings will be through the College email system. The College may also issue timely warnings through posting of flyers around campus, in-class announcements, emergency text message system, public address system, or other appropriate means.

Warnings will generally include the nature of the threat, source of the information, and suggested precautions to be taken. The College would not immediately issue a notification for a serious incident if doing so will compromise efforts to assist a victim, contain the emergency, respond to the emergency or otherwise mitigate the emergency. An example of not compromising efforts to mitigate the emergency might be agreeing to a request of local law enforcement. Whether or not to issue a timely warning will be decided on a case by case basis in light of all the factors surrounding a crime, including factors such as the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts.

Emergency Notifications

In the event of an emergency or dangerous situation involving an imminent threat to the health or safety of students or employees occurring on campus, the Executive Committee of the College will confirm that there is a significant emergency or dangerous situation. It has sole responsibility for this determination. The Executive Committee will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system unless issuing a notification will, in their professional judgment, compromise efforts to assist a victim or to contain, respond, to or otherwise mitigate the emergency. The Executive Committee will determine the appropriate segment or segments of the campus community to receive a notification; determine the content of the notification; and utilize the College's mass notification (text messaging and/or public address) systems to notify the campus community. If necessary, the Executive Committee will disseminate information about an on-campus emergency situation to the larger community by contacting local first responder authorities. Students, faculty, and staff can register to receive real-time notifications of these emergency events in the Office of the Registrar. This notification system will also be used in the event that an evacuation is required. The text messaging system is tested campus wide at least once each year.

Emergency Preparedness

The College's Safety Committee coordinates the emergency and safety procedures on campus. The committee includes faculty, staff, students, and the Medical Center Security. This Committee develops and practices emergency preparedness plans, including disaster response and evacuation. Bryan College of Health Sciences Student Catalog contains information on Weather Alert, Fire Emergency, Bomb Threat, Active Shooter, and Violent Intruder. Those policies are also included below.

The College's emergency response and evacuation procedures are tested on at least an annual basis. Tests may be announced or unannounced. The tests are scheduled, contain drills, contain exercises, contain follow through activities, and are designed for assessment and evaluation of emergency plans and capabilities.

The College publicizes its emergency response and evacuation procedures in conjunction with at least one test per calendar year. Each test is documented, including a description of the exercise, the date, the time, and whether it was announced or unannounced. The documentation is kept for seven years.

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.

Sexual and Interpersonal Misconduct Policy (Title IX)

This policy covers all Bryan College of Health Sciences students, regardless of sexual orientation, gender identity, or expression, including part-time and full-time students, in all degree seeking and certificate programs and students at-large. This policy applies to the College's administrators, faculty, staff, visitors, and applicants for employment or admission. This policy also covers all individuals engaged in Education Program or Activities as defined below anywhere on a College Campus. The College prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking as those terms are defined for purposes of the Clery Act.

Jurisdiction and Scope

This policy applies to all faculty, staff, and students of the College community. Individuals with a faculty appointment, vendors, independent contractors, patients, and others subject to agreement with the College will be expected to comply with this policy as specified by the terms of any contract or agreement between the College and such third party.

This policy applies to all incidents of alleged Sexual Harassment, Discrimination, and Retaliation, as defined by this policy, including incidents which occur on a College Campus, off-campus or outside of normal work, class, or business hours.

College may extend jurisdiction to off-campus and/or online conduct when the College determines the conduct affects a substantial College interest. This includes:

- Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual;
- Any situation that significantly impinges upon the rights, property, or achievements of oneself or others or significantly breaches the peace and/or causes social disorder; and/or

Any situation that is detrimental to the educational interests or mission of College

Definition of Violations

Prohibited Conduct includes, Sexual Assault, Dating Violence, Domestic Violence, Stalking, ~~Title IX~~ Sexual Harassment, Sexual Exploitation, and Retaliation as defined below. All of these forms of conduct are prohibited by College policy.

Consent – For purposes of this policy, consent means words or actions demonstrating a knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Consent cannot be coerced, obtained by force, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another. In the case of drugs, alcohol, or other impairing substances, incapacitation is determined by how the person's decision-making ability is affected and the ability of the person to make informed judgments. The relevant standard for review is whether the person alleged to have engaged in sexual misconduct knew, or a sober, reasonable person in the same position should have known, that the Complainant was incapacitated. Consent to one form of activity is not consent to another. Consent can be withdrawn at any time. Incident specific consent is required even if the two parties are in a relationship.

Sexual Assault – Sexual harassment also includes sexual assault. Sexual assault refers to physical sexual acts perpetrated against a person without their consent or where a person is incapable of giving consent due to the individual's incapacity to

give consent because of his/her temporary or permanent mental or physical incapacity (e.g., due to his/her minor status, influence of drugs, alcohol and/or other impairing substances, or because an intellectual or other disability prevents the person from having the capacity to give consent). Sexual assault includes, but is not limited to, rape, criminal sexual contact without consent, incest, and statutory rape, which are defined in May 2020 Title IX regulations and for purposes of this policy as follows:

- **Rape:**
 - The carnal knowledge of a person (i.e., penile-vaginal penetration), without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity (it should be noted that either females or males could be Complainants under this definition);
 - Oral or anal sexual intercourse (i.e., penile penetration) with another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - To use an object or instrument (e.g., an inanimate object or body part other than a penis) to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Criminal Sexual Contact:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity; (for purposes of this definition, "private body parts" includes breasts, buttocks, or genitals, whether clothed or unclothed);
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.
 - Under Nebraska's laws, a person commits the crime of first-degree sexual assault of child (the most serious type of statutory rape) by:
 - subjecting a child under the age of 12 to sexual penetration when the defendant is over the age of 19, or
 - subjecting a child over the age of 12 but under the age of 16 to sexual penetration when the defendant is over the age of 25.

Dating Violence - Violence committed against a person a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and b) where the existence of such relationship shall be determined based on the reporting party's statement and a consideration of (i) the length of the relationship, (ii) the type of relationship, and (iii) the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence - Includes felony or misdemeanor crimes of violence committed by current or former spouse of the victim, by a person with whom the victim shared a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other persons against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Nebraska.

Stalking - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others or (b) suffer substantial emotional distress.

Stalking behaviors and activities may include, but are not limited to the following:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, written letters, gifts, or any other communications that are undesired and place another person in fear.
- Use of online, electronic, or digital technologies, including:
 - Posting of pictures or information in chat rooms or on Web sites
 - Sending unwanted/unsolicited email or talk requests
 - Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards
 - Installing spyware on a victim's computer
 - Using Global Positioning Systems (GPS) to monitor a victim
- Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim

- Surveillance or other types of observation, including staring or "peeping"
- Trespassing
- Vandalism
- Non-consensual touching
- Direct verbal or physical threats
- Gathering information about an individual from friends, family, and/or co-workers
- Threats to harm self or others
- Defamation - lying to others about the victim

For purposes of this definition—

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Sexual Harassment – Sexual Harassment is a specific form of sexual harassment as defined by regulations issued by the U.S. Department of Education in May 2020, as follows:

- Quid Pro Quo Sexual Harassment for purposes of the Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States by which an employee of the college conditions the provision of an aid, benefit, or service of the College on a student's or employee's participation in unwelcome sexual conduct.
- Severe, Pervasive and Objectively Offensive Sexual Harassment for purposes of the Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student or employee equal access to a College education program or activity.
- Sexual Assault, Dating Violence and Domestic Violence for purposes of the Sexual Harassment definition are the same as the definitions of Sexual Assault, Dating Violence and Domestic Violence stated above in this policy, if the conduct is committed in an education program or activity of the College in the United States.
- Stalking for purposes of the Sexual Harassment definition is the same as the definition of Stalking stated above in this policy, except that the stalking must be on the basis of the Complainant's sex, and it must be committed in an education program or activity of the College in the United States.

Further, to fall within the definition of Sexual Harassment, the Complainant must be participating or attempting to participate in a Bryan College of Health Sciences education program or activity at the time the conduct is reported.

Conduct takes place within the College's "programs and activities" for purposes of this definition when that conduct occurs: (1) in a location, at an event, or in a circumstance where the College exercises substantial control over both the Respondent and the context in which the conduct occurs; or (2) in any building owned or controlled by a student organization recognized by the College. Conduct that occurs off campus in locations or at events with no connection to the College is unlikely to have occurred in a program or activity of the College.

Conduct that does not meet this strict definition for Sexual Harassment is still prohibited by this policy if it otherwise constitutes Prohibited Conduct as defined in this policy.

Sexual Exploitation – Sexual exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that other person without that other person's consent. Examples of behavior that could constitute sexual exploitation include but are not limited to the following:

- Recording or capturing through any means images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nudity without that person's consent;
- Distributing images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nudity, if the individual distributing the images or audio knows or should have known that the person(s) depicted in the images or audio did not consent to such disclosure and object(s) or would object to such disclosure; or

- Surreptitiously viewing another person's sexual activity, intimate body parts, or nudity in a place where that person would have a reasonable expectation of privacy, without that person's consent, if the individual viewing the other person's or persons' sexual activity, intimate body parts, or nudity in such a place knows or should have known that the person(s) being viewed would object to that.

Exception: The college's prohibition of sexual exploitation is not intended to prohibit the use of sexually explicit materials that are reasonably related to the college's academic mission. Specifically, this section is not intended to proscribe or inhibit the use of sexually explicit materials, in or out of the classroom, when in the judgment of a reasonable person they arise appropriately to promote genuine discourse, free inquiry, and learning.

Retaliation – Retaliation means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding Prohibited Conduct. Retaliation is strictly prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, constitute retaliation, as do any adverse action taken against a person because they have made a good faith report of Prohibited Conduct or participated in any proceeding under this policy. Retaliation may include intimidation, threats, coercion, harassment, or adverse employment or educational actions that would discourage a reasonable person from engaging in activity protected under this policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance process under this policy does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility is not alone sufficient to establish that any party made a materially false statement in bad faith.

The college will not engage in and will investigate and address reports of retaliatory conduct. Retaliation under this policy may be found whether or not the underlying complaint is ultimately found to have merit.

Complainant – A student or employee of the college who is reported to have experienced conduct that could constitute Prohibited Conduct as defined in this policy, regardless of whether the student or employee makes a report or seeks disciplinary action. When deemed appropriate at the college's discretion, a Complainant may also be a third party involved in some way in an academic, extracurricular, or residential program of the college ("covered third party") who has allegedly been subjected to conduct in violation of this policy by a student or employee. For ease of reference and consistency, the term "Complainant" is used in this policy to refer to a person who believes that he or she has been subjected to Prohibited Conduct, or who is believed by another to have been subjected to such conduct.

Respondent – A student, employee or covered third party who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct as defined in this policy. A covered third party is a person who is not a student or employee of the college, but who is someone over whom the college has some measure of control that would allow the college to take some form of action against them if it is determined that they engaged in Prohibited Conduct (e.g., a vendor or volunteer).

Responsible Employee - A college employee who has the authority to redress sexual violence or who has the duty to report incidents of sexual violence or other student misconduct. A responsible employee must report to the Title IX Coordinator all relevant details about Prohibited Conduct of which they become aware.

Informal Resolution – a non-judicial approach to a complaint designed to address Prohibited Conduct through means that do not involve a formal investigation and resolution process.

Formal Resolution – a judicial approach to a complaint which is heard by a panel of College employees which may result in disciplinary action/sanctions against the Respondent if a policy violation is established by a preponderance of evidence (i.e., it is more likely than not that the violation occurred).

Definitions of Other Terms

Advisor - means any individual who provides the Complainant or the Respondent support, guidance, or advice and may accompany the Complainant or the Respondent to any meeting or grievance proceeding, such as a meeting in the investigation or the Hearing. The Complainant and the Respondent may choose their advisor, who may be, but is not required to be, an attorney. The College will not limit the choice or presence of the advisor for either the Complainant or the Respondent in any meeting or grievance proceeding; however, the College may establish restrictions regarding the extent to

which the advisor may participate in the proceeding. If a Complainant or the Respondent does not have an advisor present at a live hearing, the College will provide without fee or charge to that party, an advisor of the College's choice who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Other than to conduct cross-examination as described above, the parties' respective advisors may not speak on behalf of the parties during the hearing and may not directly participate in any aspect of the hearing. The Complainant or the Respondent, however, may consult with their respective advisors during a meeting or the hearing. The Hearing Board Chair may limit the length and frequency of consultations so that they do not unreasonably delay the hearing or unreasonably interfere with the presentation of evidence.

Actual Knowledge - notice of sexual harassment or allegations of sexual harassment to the College's Title IX Coordinator or any official of the College who has authority to institute corrective measures on behalf of the College. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

Bodily Injury - physical pain, illness, or any impairment of physical condition.

College Presenter - is the person who presents the case on behalf of the College at the Hearing. This person may be, but is not required to be, the Investigator or the Title IX Coordinator.

Confidentiality - the College will not disclose the names of individuals involved in sexual misconduct cases to others except on a need to know basis or as required by law. The College will instruct employees and students about the requirement not to disclose confidential information. Confidentiality is not the same as anonymity, where an individual is not named or personally identified.

Consent - freely and affirmatively communicated willingness to participate in particular sexual activity or behavior, expressed either by words or clear, unambiguous actions.

- Consent can be withdrawn at any time, as long as the withdrawal of consent is clearly communicated by words or actions.
- Consent cannot be coerced or compelled by force, threat, deception, or intimidation.
- Consent cannot be given by someone who is incapacitated or does not have the legal capacity to consent, as defined below in the definition of "incapacitated"
- Consent cannot be assumed based on silence, the absence of "no" or "stop," the existence of a prior or current relationship, or prior sexual activity.

There are some persons who Nebraska law presumes are incapable of consenting to sexual contact or penetration as defined by Nebraska law by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.

Crimes of Violence - offenses that involve force or threat of force, including murder and non-negligent manslaughter, rape, robbery, and aggravated assault.

Education Program or Activity - locations, events, College Campuses, or circumstances over which the College exercises substantial control over both the Respondent and the context in which the sexual misconduct occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the College.

Force or Threat of Force - (a) the use of physical force which overcomes the person's resistance or (b) the threat of physical force, express or implied, against the person or a third party that places the person in fear of death or in fear of serious personal injury to the person or a third party where the person reasonably believes that the actor has the present or future ability to execute the threat.

Formal Complaint - a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual misconduct, including sexual harassment under Title IX, against a Respondent and requesting that the College investigate the allegation of sexual misconduct. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the College) that contains the

Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under the Sexual Misconduct Policy and will comply with the requirements of the Sexual Misconduct Policy.

Hearing Board - is a group of individuals who may preside over a Hearing. The Hearing Board must be composed of an odd number of three or more members.

Hearing Officer - is an individual Hearing Officer who may preside over a Hearing

Incapacitated - an individual is unable to understand the facts, nature, extent, or implications of the situation due to drugs, alcohol, a mental disability, being asleep, unconscious or in any other state where the individual is unaware that sexual contact is occurring, or based on their age (pursuant to Nebraska law). With respect to alcohol and drugs, intoxication and/or impairment is not presumptively equivalent to incapacitation. Consent does not exist when the individual initiating sexual activity knew or should have known of the other individual's incapacitation.

There are some persons who Nebraska law presumes are incapable of consenting to sexual contact or penetration as defined by Nebraska law by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.

Investigator - means a College official authorized to investigate of complaints of sexual misconduct.

In Violation - it is more likely than not that a Respondent has committed one or more acts of sexual misconduct. In other words, a preponderance of the evidence standard must be used to find sexual misconduct.

May - used in the permissive sense.

Not in Violation - it is more likely than not that a Respondent did not commit one or more acts of sexual misconduct.

Past Sexual Behavior - a person's sexual behavior other than when the sexual misconduct is alleged to have occurred.

Private Body Parts - the genital area, groin, inner thighs, buttocks, or breasts.

Preponderance of the Evidence - the standard of evidence the College uses to determine whether the Respondent violated the Sexual Misconduct Policy. A finding of responsibility by a preponderance of the evidence means that it is more likely than not, based on all the reasonable evidence and reasonable inferences from the evidence, that the Respondent violated the Sexual Misconduct Policy.

Relevant Evidence - evidence that has any tendency to make a fact more or less probable than it would be without the evidence and the fact is of consequence in determining the action.

Remedies - measures designed to restore or preserve equal access to the College's education program or activity. Such remedies may include the same supportive measures that are already being provided to the Complainant; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Serious Personal Injury - great bodily injury or disfigurement, extreme mental anguish or mental trauma, pregnancy, disease, or loss or impairment of a sexual or reproductive organ.

Shall - used in the imperative sense.

Supportive Measures - non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence,

increased security and monitoring of certain areas of the campus, and other similar measures. The College will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the supportive measures.

College – Bryan College of Health Sciences.

College Campus- All Bryan Health facilities where College students, employees, contractors, vendors, patients, or any other individuals under the control of College are engaged in any Education Program or Activities

College Day - a weekday on which the campus offices are open. Check the academic calendar on the College website to determine the days on which the campus offices are closed. The disciplinary process for sexual misconduct will be available to a person with a complaint and enforced against a person found to have engaged in the behavior. Students engaged in Prohibited Conduct may also be subject to criminal and civil procedures at state and/or federal levels. The College is committed to fair and prompt procedures to investigate and adjudicate reports of sexual misconduct and to the education of the College community about the importance of responding to all forms of sexual misconduct. Special emphasis is placed on the rights, needs, and privacy of the Complainant with a complaint, as well as the rights of the accused while adhering to all federal, state, and local requirements for intervention and crime reporting related to sexual misconduct.

The College strives to create an environment which encourages individuals to come forward if they feel they have been the victim of sexual misconduct. While the College strives to protect the confidentiality of both Complainant and Respondent, complete confidentiality cannot be guaranteed. The College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to do so may be limited based on the nature of the request. The College must balance the needs of the individuals with its obligation to protect the safety and well-being of the community at large. Therefore, depending on the seriousness of the alleged incident and individual circumstances, further action may be necessary including a campus security alert, timely warning and/or notification of local law enforcement. Personally identifying information about Complainants will not, however, be released in campus security alerts or timely warnings.

Reasonable steps will be taken to protect the Complainant, the Respondent and other participants in the reporting, investigation, and resolution process from retaliation. Any individual who engages in retaliation will be subject to prompt and appropriate disciplinary action under this policy.

Inquiries about sexual harassment and/or interpersonal violence need not begin with a formal complaint, nor do they necessarily result in a complaint. Inquiries can be made without disclosing specific details such as names and places. Inquiries are appropriate whether sexual harassment or interpersonal violence has just begun or the Complainant has already made efforts to resolve the problem. Any activity perceived as sexual harassment or interpersonal violence should be reported to the College's Title IX Compliance Coordinator: Dr. Alethea Stovall, Vice President of Student Affairs, who is identified and authorized as the Title IX Coordinator and is responsible for coordinating the College's efforts to comply with Title IX, or a member of the College's administration, for investigation and action.

A complaint of alleged sexual harassment or interpersonal violence may not always be able to be substantiated, but the lack of corroborating evidence should not discourage an individual from seeking relief through procedures outlined in this policy. However, it is a violation of the policy to falsely and in bad faith accuse faculty, staff or students of sexual harassment or interpersonal violence.

The College encourages individuals who have experienced Prohibited Conduct and/or Complainants to talk to somebody about what happened so they can get the support they need, and so the College can respond appropriately. Different employees on campus have different abilities to maintain a person's confidentiality.

Procedure for Reporting and Responding to Complaints of Sexual Harassment

Privileged and Confidential Communication

Professional Counselors

Professional, licensed counselors who provide mental-health counseling to members of the College community are not required to report any information about the incident to the Title IX Coordinator without an individual's permission. There are currently no procedures to encourage professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Following is the contact information for these individuals:

Counseling Services

Lorie Escobar, LMHP
Bryan College of Health Sciences Office 216b
402-481-3831

Continuum EAP

3401 Village Drive, Ste 210
Lincoln, NE 68516
402-476-0186 or
1-800-755-7636

Pastoral Care

Bryan Health
East Campus - 402-481-3404
West Campus – 402-481-5130

Individuals who work in the on-campus Counseling Services and Health and Wellness Services, and Bryan Medical Center, Employee Health can generally talk to an individual without revealing any personally identifying information about an incident to the College. An individual can seek assistance and support from these individuals without triggering a college investigation that could reveal the individual's identity or that the individual has disclosed the incident.

While maintaining an individual's confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report, which includes no information that would directly or indirectly identify the individual, helps keep the Title IX Coordinator informed of the general extent and nature of sexual harassment and interpersonal violence on and off campus so the Coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the individual to ensure that no personally identifying details are shared with the Title IX Coordinator. These individuals or their office will also report the nature, date, time and general location of an incident (but not the identity of the individual, unless necessary to promote safety) to the Security Department so that the report can be included in the College's crime statistics.

Following is contact information for these non-professional counselors and advocates:

Health and Wellness Services

Melinda White or Jennine Neihardt
Bryan College of Health Sciences Office
208 402-481-8468

Employee Health Services

Bryan Health
East Campus
West Campus
402-481-8622

An individual who speaks to a professional or non-professional counselor or advocate must understand that, if the individual wants to maintain confidentiality, the College will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

These counselors and advocates will assist the individual in receiving necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health, or mental health services, and changes to working or course schedules. An individual who at first requests confidentiality may later decide to file a complaint with the College or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the individual with assistance if the individual wishes to do so.

These professional and non-professional counselors and advocates will maintain an individual's confidentiality at the College but they may have reporting or other obligations under state law such as mandatory reporting to law enforcement in cases involving minors or imminent harm to self or others, and they may be required to testify if subpoenaed in a criminal case.

If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, the College's Executive Committee may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim and/or Complainant.

Responsible Employees

As noted above, a responsible employee is a college employee who has the authority to redress Prohibited Conduct who has the duty to report incidents of Prohibited Conduct.

When an individual tells a responsible employee about an incident of Prohibited Conduct, the responsible employee must report to the Title IX Coordinator all relevant details about the alleged Prohibited Conduct shared by the individual which, ideally, will include the names of the individual and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report.

The following categories of employees are the College's responsible employees:

All regular full and part-time employees who are not identified above as confidential resources are responsible employees.

Before an individual reveals any information to a responsible employee, the employee should ensure that the individual understands the employee's reporting obligations and, if the individual wants to maintain confidentiality, direct the individual to confidential resources.

Suppose the individual wants to tell the responsible employee what happened but also maintain confidentiality. In that case, the employee should tell the individual that the College will consider the request but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the coordinator of the individual's request for confidentiality.

Responsible employees will not pressure an individual to request confidentiality, but will honor and support the individual's wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure an individual to make a full report if the individual is not ready to or does not wish to do so.

Any person who feels they have been harassed or subjected to Prohibited Conduct may utilize these procedures to initiate an internal complaint to address the situation.

To encourage reporting, any individual (including a bystander or third party) who reports Prohibited Conduct will not be subject to disciplinary action by the College for one's own personal use of alcohol or other drugs at or near the time of the incident, provided that any such violations did not harm or place the health or safety of any other person at risk. The College may offer support, resources and educational counseling to such individual.

Initiating a Complaint

Bryan College of Health Sciences encourages any person who believes that they have been subjected to Prohibited Conduct as defined in this policy to immediately file a complaint with Title IX Coordinator: Dr. Alethea Stovall, Vice President of Student Affairs or a member of the College's administration for investigation and action. Any party receiving a complaint is required to report the complaint to the Title IX Coordinator/Vice President of Student Affairs (hereafter, Title IX Coordinator).

Students, faculty staff, and visitors who witness or are aware of suspected incidents of Prohibited Conduct as defined in this policy are strongly encouraged to report the incident to:

Title IX Coordinator:
Alethea Stovall, Vice President of Student Affairs
1535 S. 52nd St., office #233, Lincoln, NE 68506,
402-481-3804 or alethea.stovall@bryanhealth.org

Deputy Title IX Director:
Angela McCown, Associate Professor, Graduate College of Nursing
1535 S. 52nd St., office # 318 Lincoln, NE 68506,
402-481-3663 or angela.mccown@bryanhealth.org

If a member of the Bryan College of Health Sciences community observes a violation of this Sexual Harassment/Interpersonal Violence Policy wherein a minor (an individual under the age of nineteen (19) years) is involved, Nebraska law requires them to report it to the proper law enforcement agency or Department of Health and Human Services. A report should also be made to campus security if the individual is facing immediate danger.

In accordance with the Clery Act, students or employees reporting that they have been a victim of domestic or dating violence, sexual assault, and stalking, will be provided written notice of their rights and options, which include: (i) to be assisted by campus authorities if reporting a crime to local law enforcement; (ii) change academic, living, transportation and or working situations or protective measures; (iii) obtain or enforce a no contact directive or restraining order; (iv) have a clear description of Bryan College of Health Science' disciplinary process and know the range of possible sanctions; and (v) receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student and financial aid, and other services available both on-campus and in the community. Providing this statement in written format to the victim shall meet the requirement of providing the victim with their rights. More information about these issues is provided below.

In addition to the Complainant's ability to file a complaint with the College, the Complainant has the right to simultaneously file/report a complaint with local law enforcement. College personnel will assist the Complainant in reporting the alleged offense to the police if they desire such assistance. The Complainant will also be informed of the importance of preserving evidence of a criminal offense at the time of the first reporting. College action against violators of this policy does not in any way preclude the possibility of criminal action by civil authorities, should the Complainant wish to pursue criminal charges. If the Complainant chooses to make a police report, they will likely meet with police officers, who will work with the Complainant to gather information about the experience, and to gather relevant evidence. Again, College representatives can support the Complainant in interactions with law enforcement authorities if that is desired. An individual may also decline to notify law enforcement authorities.

The College will attempt to respond to reports of Prohibited Conduct brought anonymously or brought by third parties not directly involved in the reported conduct, to the greatest extent practical. However, the response to such reports may be limited if information presented in the report cannot be verified by independent facts.

Supportive Measures

It is not necessary to file a complaint, participate in an adjudication process, or file a criminal complaint in order to request Supportive Measures from the College. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to College's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter Prohibited Conduct.

Supportive Measures may include but are not limited to:

- No Contact Orders restricting encounters and communications between the parties;
- No Trespass Notices prohibiting the presence of an individual on College Campus property, or other properties on which College programs are occurring;
- Academic accommodations, including but not limited to deadline extensions, incompletes, course changes or late drops, or other course-related adjustments and arrangements as appropriate;

- Changing transportation or working situations arrangements or providing other employment accommodations, and/or leaves of absence, as appropriate;
- Assisting the individual in accessing support services, including, as available, victim advocacy, academic support, counseling, confidential resources, disability, health or mental health services, visa and immigration assistance, student financial aid services, and legal assistance both on and off campus, as applicable
- Increased security and monitoring of certain areas of the campus;
- Campus escort services; and/or
- Informing the individual of the right to report a crime to local law enforcement and/or seek orders of protection, restraining orders, or relief from abuse orders, and providing assistance if the individual wishes to do so. The College will also work with Complainants and others as appropriate to respect and implement the requirements of such orders on premises that it owns or controls, as necessary and appropriate.

Where a Complainant reportedly subjected to sexual assault, domestic or dating violence, or stalking makes a reasonable request for accommodations, the College is obligated to comply with that request if such accommodations are reasonably available.

Students and employees seeking Supportive Measures should direct their request to the Title IX Coordinator or designee, who will refer the individual to other resources as appropriate. The request will be evaluated and responded to by the Title IX Coordinator. Factors to be considered in determining reasonable services or accommodations may include the following:

- The specific need expressed by the Complainant or Respondent;
- The severity and/or pervasiveness of the allegations;
- Any continuing effects on the Complainant;
- Whether the Complainant and the Respondent share the same residence hall, dining hall, class, extracurricular activities, transportation or job location;
- Whether requested Supportive Measures would unreasonably burden a party; and
- Whether outside judicial measures have been taken to protect the Complainant.

The College will maintain as confidential any Supportive Measures provided to Complainants and/or Respondents, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the Supportive Measures. As such, the College may need to disclose some information about the individual to a third party to provide the necessary Supportive Measures in a timely manner. The Title IX Coordinator or designee is/are typically responsible for determining what information should be disclosed and to whom it should be disclosed. The decision to disclose information will be made after careful consideration of possible alternatives to disclosure and/or limiting the information provided to the third party as much as possible without compromising the College's ability to provide the Supportive Measures.

Steps in Initiating and Investigating a Complaint of Prohibited Conduct

All proceedings will include prompt, fair, and impartial processes from the initial investigation to the final result and will be completed within a reasonably prompt timeframe as described below. The College will provide written notice to the parties where extensions of timeframes are granted for good cause, and the reason for the extension. Proceedings will be conducted in a manner that is consistent with College policy and transparent to the parties, timely notice of meetings will be provided to the parties, the parties will have equal access to any information that will be used during the meetings and other proceedings, and College officials involved will not have a conflict of interest or bias for or against any party.

All proceedings will be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault and stalking and on how to conduct procedures that protect the safety of the victims and promote accountability. Training includes, but is not limited to, topics such as relevant evidence and how it should be used during a proceeding, proper techniques for questioning witnesses, basic procedural rules for conducting a proceeding, and avoiding actual and perceived conflicts of interest.

The Complainant and Respondent are entitled to the same opportunities to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an Advisor of their choice. The College will not limit the choice of Advisor or the Advisor's presence for either party.

Both the Complainant and the Respondent will be simultaneously informed, in writing: a) of the outcome of any College disciplinary proceeding that arises from an allegation of Prohibited Conduct; b) of the College's procedures for the Complainant and Respondent to appeal the results of the College disciplinary proceeding; c) of any change to the results that occurs prior to the time that such results become final; and d) when such results become final.

1. Filing a Complaint

The College encourages any person who has a concern regarding alleged Prohibited Conduct to report it to the Title IX Coordinator as soon after the incident as possible. However, there is no time limit on when an incident may be reported to the Title IX Coordinator or other College administrator. Complaints may be made by the following methods:

Title IX Coordinator: Dr. Alethea Stovall; 402-481-3804, alethea.stovall@bryanhealth.org;

Deputy Director of Title IX: Dr Angela McCown, 402-481-3663, angela.mccown@bryanhealth.org;

2. Initially Evaluating a Complaint

3. Any responsible employee who receives notice of or information about alleged Prohibited Conduct must notify the Title IX Coordinator as soon as possible but no later than five (5) College Days of receiving the information.
4. Initial Communication with the Complainant and Conducting the Initial Assessment

If a report alleges conduct that would, if proved, constitute Prohibited Conduct, the Title IX Coordinator will:

- Promptly contact the Complainant to discuss the availability of supportive measures as defined below;
- Consider the Complainant's wishes with respect to supportive measures;
- Inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the Complainant the process of filing a formal complaint.

The Title IX Coordinator will begin an initial assessment within five (5) College Days of receiving the complaint unless there are mitigating circumstances. The first step of the assessment will usually be a preliminary meeting with the Complainant. The purpose of the preliminary meeting is to gain a basic understanding of the nature and circumstances of the report. It is not intended to be a full review. At this meeting the Complainant will be provided with any additional necessary information about resources, procedural options, and Supportive Measures.

As part of the initial assessment the Title IX Coordinator will:

- Assess the nature and circumstances of the allegation
- Address immediately the physical safety and emotional well-being of the Complainant
- Notify the Complainant of the right to contact law enforcement and seek medical treatment
- Notify the Complainant of the importance of preserving evidence
- Ensure the report is entered into the College's daily crime log
- Assess the reported conduct for the need for a timely warning under the Clery Act
- Provide the Complainant with information about on- and off-campus resources
- Notify the Complainant of the range of Supportive Measures
- Provide the Complainant with an explanation of the procedural options, including informal resolution and formal resolution
- Identify an adviser, advocate, and/or support person for the Complainant
- Assess for pattern evidence or other similar conduct by the Respondent
- Discuss the Complainant's expressed preference for the manner of resolution and any barriers to proceeding
- Explain the College policy prohibiting retaliation

At the conclusion of the initial assessment the Complainant may choose one of three options.

- Informal Resolution conducted by the Title IX Coordinator
- Formal Resolution conducted through the College's Formal Appeal Panel
- Declining to move forward with the complaint process

If the Complainant declines to move forward with the complaint process, the Title IX Coordinator will explain to the Complainant that there may be circumstances in which the College is unable to abide by requests for confidentiality or

inaction. In certain circumstances the College may decide that it needs to investigate the Complainant's allegations and to take appropriate responsive measures even when the Complainant does not wish to pursue a complaint against the Respondent or has decided to withdraw a pending complaint.

The initial assessment will proceed to the point where a reasonable assessment of the safety of the individual and of the College community can be made. Thereafter, an investigation may continue through the procedures outlined below, depending on a variety of factors, such as whether the Complainant wants the College to pursue disciplinary action, the risk posed to any individual or the College community by not proceeding, and the nature of the allegation. In the course of this assessment, the College will consider the interest of the Complainant and the Complainant's expressed preference for the manner of resolution. Where possible, and as warranted by an assessment of the facts and circumstances, the College will seek action consistent with the Complainant's request. In general, the College will weigh a Complainant's request for confidentiality or the desire that the College take no action on the complaint by considering factors such as whether the circumstances of a matter suggest there is an increased risk of the alleged perpetrator committing additional acts of sexual violence or other violence (e.g., whether there have been other sexual violence complaints about the same alleged perpetrator, whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence, whether the alleged perpetrator threatened further sexual violence or other violence against the student or others, and whether the sexual violence was committed by multiple perpetrators). These factors also may include circumstances that suggest there is an increased risk of future acts of sexual violence under similar circumstances (e.g., whether the Complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group). Other factors that may be considered in assessing a Complainant's request for confidentiality may include, depending on the circumstances, whether the reported sexual violence was perpetrated with a weapon; the age of the Complainant reportedly subjected to the sexual violence; and whether the College possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

C. Supportive Measures

During the initial meeting with the Complainant, the Title IX Coordinator or designee will discuss Supportive Measures that may be available to the Complainant. Example Supportive Measures are discussed above.

D. Relationship with Other Proceedings

The filing of a complaint under this policy is independent of any criminal investigation or proceeding, and the College will not wait for the conclusion of any criminal investigation or criminal proceeding before commencing its own investigation or implementing Supportive Measures.

E. Determinations of Applicable Procedures, Dismissals, Transfers and Appeals of Such Determinations

When a Complainant requests an investigation, the Title IX Coordinator will promptly upon receipt of a formal complaint:

1. Determine whether the conduct alleged would, if proved, constitute Title IX Sexual Harassment (i.e., Quid Pro Quo Sexual Harassment, Severe, Pervasive and Objectively Offensive Sexual Harassment, Sexual Assault, or sex- based Domestic Violence, Dating Violence or Stalking) as defined in the Title IX Sexual Harassment definition stated above;
2. Determine whether the conduct allegedly occurred in the College's education program or activity;
3. Determine whether the conduct allegedly occurred in the United States; and
4. Determine whether, at the time the formal complaint was made, the Complainant was participating in or attempting to participate in a college program or activity.

If a formal complaint of conduct that would, if proved, satisfy all four of these elements and constitute Title IX Sexual Harassment as defined in this policy is filed by a Complainant or signed by the Title IX Coordinator, it will be investigated and resolved through the procedures applicable to Title IX Sexual Harassment matters as outlined below.

The College will investigate alleged Title IX sexual harassment when a Complainant submits a signed or electronically submitted formal complaint to the Title IX coordinator and requests an investigation. The Title IX Coordinator may also choose at their discretion to sign a formal complaint and initiate an investigation, even if the Complainant chooses not to do so. In cases where the Complainant does not wish to submit a formal complaint but the Title IX Coordinator decides in their discretion to sign a complaint and initiate an investigation and resolution process, the Title IX Coordinator will not be a Complainant or otherwise a party to the matter.

If some but not all of the conduct alleged in the complaint satisfies all four of the elements stated above and a formal complaint is received from a Complainant or signed by the Title IX Coordinator, the College will address the entire matter through the procedures applicable to Title IX Sexual Harassment matters as outlined below (that is, it will as required by federal regulations follow Title IX Sexual Harassment procedures to address the alleged Title IX Sexual Harassment, and it will, to promote efficiency, choose to follow Title IX Sexual Harassment procedures to address Non-Title IX Prohibited Conduct and other non-Title IX alleged misconduct in such mixed cases, so that all related alleged misconduct may be addressed through one investigation and resolution process.)

If it appears based upon initial review or upon information gathered during an investigation that the matter does not satisfy and/or no longer satisfies all 4 of these elements, the College will, as required by the May 2020 Title IX regulations, dismiss the matter for purposes of the Title IX Sexual Harassment process, and will transfer it for handling under the Non-Title IX Prohibited Conduct procedures outlined below or under other College procedures, as deemed appropriate by College. Investigation and resolution of a matter that does not fall within the definition of Title IX Sexual Harassment may be pursued, dismissed altogether, or transferred to another College process, as deemed appropriate in the College's discretion and/or as appropriate under applicable law.

Even if the initial allegations of a matter fall within the definition of Title IX Sexual Harassment, the College may (but is not required to) dismiss a formal complaint or any allegations therein if at any time during the investigation or resolution process:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- The Respondent is no longer enrolled at or employed by the College; or
- Specific circumstances prevent the College from gathering sufficient evidence to reach a determination as to the formal complaint or allegations therein.

If a formal complaint is dismissed by the College under the circumstances described above, the College will simultaneously provide to the parties written notice (by electronic or other means) of the dismissal and the reasons for the dismissal, and notice of the parties' opportunity to appeal such dismissal through the Title IX Sexual Harassment appeal procedures outlined below.

If the Respondent is a student and an employee, the Title IX Coordinator will determine which procedures will apply based upon the facts and circumstances, such as whether the Respondent's status as a student or an employee predominates in the context of the alleged Prohibited Conduct. If a student-employee is found to have engaged in Prohibited Conduct, the student-employee may be subject to sanctions both in connection with their employment, and in connection with their student status, as appropriate under these and other applicable procedures.

Steps in Investigating and Resolving Title IX Sexual Harassment Complaints

If it is determined through the process described immediately above that the alleged Prohibited Conduct, if proved, would fall within the definition of Title IX Sexual Harassment provided in this policy, the following procedures will apply exclusively.

Emergency Removal of Students or Employees in Title IX Sexual Harassment Cases

When the College determines that there is an immediate threat to the physical health or safety of any student or other individual arising from reported conduct that falls within the definition of Title IX Sexual Harassment in this policy, the College can remove a Respondent from its education program or activity (which may include removing an employee Respondent from their employment at College) and issue any necessary related no-trespass and no-contact orders. The College will make the decision to remove a Respondent from its education program or activity based on an individualized assessment and risk analysis.

The following shall apply if the Respondent is a Student enrolled at the College: If the College makes such a decision, the Respondent will be provided with notice and an opportunity to challenge the decision immediately following the removal. Specifically, the Respondent shall have forty-eight hours in which to submit a letter to or appear personally or virtually before the Title IX Coordinator to contest the emergency removal (though a meeting could be scheduled sooner if requested by the Respondent, if practicable).

Administrative Leave in Title IX Sexual Harassment Cases

The College always maintains the discretion to place non-student employee Respondents on paid administrative leave during the pendency of an investigation and resolution process as outlined below.

The College may also place a non-student employee Respondent on unpaid administrative leave during the pendency of an investigation and resolution process.

The College may place student-employee Respondents on administrative leave from their employment during the pendency of an investigation and resolution process where deemed appropriate as a supportive measure, under circumstances where it can do so without unreasonably burdening the student-employee Respondent.

Notice

If the College initiates an investigation of Title IX Sexual Harassment it will provide to the parties a written notice (by electronic or other means) that includes:

- Information about the College's formal and informal resolution processes;
- A statement of the allegations of behavior potentially constituting Title IX Sexual Harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial post- intake interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX Sexual Harassment, and the date and location of the alleged incident, if known;
- A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Information regarding the College's presumption of good faith reporting and a summary of the College's false information policy;
- Notification that parties may have an Advisor of their choice, who may be, but is not required to be, an attorney;
- Notification of existing counseling, health and mental health services available on campus and/or in the community;
- Notification that parties may inspect and review evidence during the investigation and resolution process, as provided below; and
- Notification that taking any retaliatory action (directly or through others) against any person because they are involved in the investigation is prohibited and will be considered a separate violation of College policy.

If in the course of an investigation the College decides to investigate allegations about any party that are not included in the notice described above, it will provide notice of the additional allegations to the parties whose identities are known.

Consolidation of Formal Complaints

The College may consolidate formal complaints as to allegations of Title IX Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of such Title IX Sexual Harassment arise out of the same facts or circumstances. Where a grievance process involves more than one Complainant or more than one Respondent, references in this section to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Investigation of Title IX Sexual Harassment Cases

The Title IX Coordinator or designee will appoint an investigator or investigators (referred to here in the singular as "investigator" for the sake of convenience), who may be College employees or outside investigators, to investigate a complaint. The College will provide notice to the parties of the identity of the investigator. If a party believes that an investigator has a bias against or for Complainants or Respondents generally or them particularly as a party, or a conflict of interest, the party may submit a written objection to the Title IX Coordinator that outlines the basis for their objection to the investigator's service. The Title IX Coordinator will make a decision on such objections, and will appoint any alternate investigator, and follow this process as necessary, until an investigator is selected to conduct the investigation.

The investigator will conduct a thorough fact-finding investigation. The investigation will usually include meetings with the Complainant and the Respondent separately, as well as witnesses who may have material information about the events that are the basis of the complaint. The investigator may also collect and examine any physical evidence or documents, emails, text messages, etc. that may be relevant to the events in question. At any time during the investigation, the Complainant and Respondent may provide written statements or other supporting materials that may be helpful to the investigator.

The Complainant and Respondent are entitled to be accompanied by an Advisor of their choice whenever meeting with the investigator. Advisors can confer privately with their advisee, but cannot question the process nor address the investigator. The parties will be given periodic status updates throughout the investigation.

To protect the integrity of the investigation, Complainants, Respondents, witnesses, affected parties and Advisors shall not, except as specifically permitted below, disclose any information discussed or revealed during the investigation while the investigation and adjudication process is still pending, other than to the investigator, and/or a confidential resource such as their mental health counselor or attorney (who also must not disclose such information), or a non- attorney Advisor (who also must not disclose such information).

The College will endeavor to complete the investigation portion of the process within 90 College Days of issuing a notice of investigation as described above, but this may be extended at the College's discretion due to factors such as the complexity of the matter, the availability of witnesses, requests by a law enforcement agency for a temporary delay in the investigation process (see below), College breaks, and other legitimate reasons.

The following general investigation-related provisions are applicable only to the investigation of matters that fall within the definition of Title IX Sexual Harassment, as required by 2020 Title IX regulations. In such matters, the following provisions will apply:

- Parties' equal opportunity to present witnesses may include evidence from fact and expert witnesses; and
- Parties are not restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence; and
- Parties whose participation is invited or expected will receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Preliminary Investigative Report

When the investigator has gathered all of the information that they determine should be gathered preliminarily, the investigator will prepare a preliminary investigative report. The preliminary investigative report will summarize relevant evidence but will not contain any recommendations regarding whether the Respondent violated this policy or any other College policy at issue.

The College will provide each party with an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised, including the evidence upon which College does not intend to rely in reaching a determination regarding responsibility and/or which the investigator does not deem relevant, and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Such evidence will not include un- redacted privileged records or information that may have been gathered or received during the investigation, absent written consent from the party holding the privilege.

- The College will send to each party and the party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy.
- Parties and Advisors are not permitted to download, print or copy such evidence subject to inspection and review, and are not permitted to re-disclose such evidence without the College's permission. Parties and Advisors will be required to sign an acknowledgment form indicating that they understand these prohibitions. Violations of these prohibitions may subject parties to College discipline under applicable conduct codes.

Review and Response to Preliminary Investigative Report

The Complainant and the Respondent will have an opportunity to review the preliminary investigative report and provide written responses to the report. The Complainant and the Respondent must submit any comments, feedback, additional documents, evidence, suggested questions for individuals interviewed, requests for additional investigation, names of additional witnesses, or any other information they deem relevant to the investigator, additional documents or other evidence, within 10 College Days after the preliminary investigative report is sent or made available to them for review. The parties' written responses will be considered by the investigator prior to completion of the final investigative report, and some or all of the responses may be attached or otherwise incorporated into the final investigative report.

In the event that new, relevant information is provided or identified at this stage, the information will be incorporated into the preliminary report as deemed appropriate by the investigator.

Final Investigative Report

Final Investigative Report Generally

After considering any written response submitted by either party, or after the 10 College Day comment period has lapsed without receiving a written response or responses, the investigator will address any relevant issues identified by the Complainant and/or the Respondent, and as appropriate, pursue any additional investigative steps as needed. The final investigative report will include the investigator's non-binding recommendation as to whether the Respondent should be found responsible for violating the policy provisions at issue. The investigator's recommendation will be reached by applying the preponderance of evidence standard, i.e., whether it is more likely than not that the Policy was violated. The final investigative report will be reviewed by the Title IX Coordinator before it is issued. Final investigative reports will be provided simultaneously to the parties and their Advisors, if any. The College will give each party an opportunity to review the other party's written response, if any.

Final Investigative Report

The following additional provisions regarding the final investigative report will apply in Title IX Sexual Harassment matters:

- The final investigative report created by the investigator will fairly summarize relevant evidence and include as exhibits evidentiary materials as deemed appropriate by the investigator;
- At least 10 College Days prior to the hearing referenced below, the College will send to each party and the party's Advisor, if any, the final investigative report and exhibits in an electronic format or a hard copy, for their review and written response;
- Any written response a party wishes to provide must be submitted to the Title IX Coordinator or designee within 10 College Days of receiving the final investigative report and exhibits; and
- The final investigative report and the parties' written responses, if any, will be provided to the Hearing Board in advance of the hearing.

Deadlines for parties' review of information and submission of comments may be extended upon request for good cause, at the discretion of the Title IX Coordinator or their designee.

Should a Respondent who has been notified of an investigation/adjudication fail to cooperate with the investigator, the investigation may proceed, a finding may be reached, and a sanction may be imposed based on the information available.

The Complainant may request that the investigation be stopped at any time. The College and/or the Title IX Coordinator will determine whether the investigation can be stopped, or whether, due to countervailing concerns of campus safety, it is unable to honor the Complainant's request to stop the investigation.

Formal Hearings in Cases of Alleged Sexual Misconduct

Hearing Boards

Hearings will be presided over by a Hearing Officer or a Hearing Board chaired by a Hearing Chairperson ("Chair or Chairperson"), who will make the decision as to whether or not the Respondent violated the policy provisions at issue. Each Member of the Hearing Board shall have one (1) vote. A simple majority is needed to find the Respondent(s) responsible for the violations alleged. This decision will be made using the preponderance of the evidence standard, which means that a policy violation will only be found if the evidence establishes that it is more likely than not that the violation occurred. The Hearing Officer or Chairperson has broad authority to determine the process, timing and conduct of a hearing. For example, the Hearing officer or Chairperson will determine the order of presentation, timing and overall duration of the hearing, what information and evidence will be heard, what information and questions are relevant to the determination of the matter, and what cross-examination questions will or will not be permitted.

Hearing officers or Hearing Board Members will be appointed by the Title IX Coordinator. In selecting a Hearing Officer or Hearing Board for a particular matter, the Title IX Coordinator will take care to select individuals who do not have a conflict of interest or bias against Complainants or Respondents generally or an individual Complainant or Respondent. The College will notify the parties of the identity of the Hearing Officer or Hearing Board in advance of the hearing, and parties may, within 3

College Days of such notice, object to the service of the Hearing Officer or Hearing Board Member by providing a written statement (which may be transmitted electronically) as to why the party believes that the Hearing Officer or Hearing Member has a conflict of interest or bias. The Title IX Coordinator or designee will make decisions regarding such objections and the appointment of an alternate Hearing Officer or Hearing Chairperson, as necessary. The Hearing Chairperson shall make decisions regarding objections and appointments of Hearing Board Members.

Pre-Hearing Conference

Within 30 College Days of the issuance of the Final Investigative Report the Title IX Coordinator or their designee will schedule a Hearing. A Pre-Hearing Conference will be held at least two (2) College Days prior to the scheduled hearing. The College will provide written notice of the date, time, location, participants, and purpose of both the Pre-Hearing conference and of the hearing at least five (5) College Days prior to the Pre-Hearing Conference.

The Respondent and the Complainant shall have the right to attend a Pre-Hearing Conference. The purpose of the Pre-Hearing Conference is to plan for the hearing, discuss the issues and facts that will be presented at the hearing, exchange information about witnesses likely to be called, answer procedural questions, and settle those matters which may be agreeably concluded. Generally, the Chair of the Hearing Board will preside over the Pre-Hearing Conference. During or prior to the Pre-Hearing Conference, the parties shall be informed of the names of the Hearing Board Members if applicable. In attendance at the Pre-Hearing Conference will be the Title IX Coordinator, Hearing Chairperson or Hearing Officer, Legal Counsel on behalf of the College, the Investigator, the Respondent and their Advisor, and the Complainant and their Advisor. Any other party allowed into this meeting must be approved by the Hearing Chairperson and the Title IX Coordinator.

The Respondent, the Complainant, and the College Presenter shall have an opportunity to inspect documents and a list of witnesses prior to the hearing. The Hearing Board or Hearing Officer will receive a copy of the Investigative Report. If there are any additional documents that the Respondent, the Complainant, or the College Presenter would like to offer at the hearing, this information should be provided at least two (2) College Days before the Pre-Hearing Conference. This information will be exchanged with all parties. The parties and their Advisors will be instructed on the relevance of and use of past sexual behavior. The use and rules of such information must be strictly complied with by the parties and their Advisors.

Hearing Procedures

At the beginning of the hearing, the Chair of the Hearing Board or Hearing Officer should state for the record:

- the date, time, and place
- their name and role as the Chair of the Hearing Board or Hearing Officer.

The Chair should:

- have the other Members of the Hearing Board identify themselves
- state whether there is a quorum. If there is not a quorum, then the hearing must be rescheduled unless all parties waive on the recording any objection to the lack of a quorum.

The Chair should then identify the other persons present, ask the College Presenter to read the alleged violation(s), and ask the Respondent if the Respondent admits to the alleged violation(s).

The Chair must conduct the hearing in a manner that facilitates the presentation of relevant evidence by the Complainant, the Respondent, and the College Presenter. The Complainant, the Respondent, and the College Presenter have the right to call witnesses, including expert witnesses, and present their respective cases. The Members of the Hearing Board may ask questions to clarify what the witness said or to elicit more detailed information.

The Chair of the Hearing Board or Hearing Officer has the discretion to:

- allow the parties to make opening statements, closing statements, or both, with reasonable time limits;
- allow witnesses to testify by videoconferencing technology;
- require that the witnesses who have not yet testified wait somewhere other than the hearing room until they are called to testify; and
- schedule separate hearings if charges have been brought against multiple Respondents or multiple charges have been brought against a single Respondent.

The College Presenter will present evidence first, followed by the Complainant, and then the Respondent. Courtroom rules of evidence do not apply.

The presentation of evidence may include calling witnesses who have relevant information. A party may question the witness they call in support of their position.

The Chair or Hearing Officer will permit each party's Advisor to ask the other party and any witnesses called by another party all relevant questions and follow-up questions, including those challenging credibility ("cross examination").

Such cross-examination will be conducted directly, orally, and in real time by the party's Advisor of choice and never by a party personally, notwithstanding the discretion of the Chair or Hearing Officer to otherwise restrict the extent to which Advisors may participate in the proceedings.

Before a Complainant, a Respondent, or a witness answers a cross examination or other question, the Chair or Hearing Officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Additionally, the Chair or Hearing Officer will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

As a general rule, the following information may not be used during the grievance process: Information protected by a legally recognized privilege unless the person holding such privilege has waived the privilege; evidence about a Complainant's prior sexual history unless an exception applies; any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

The Chair or Hearing Officer will explain to the party proposing the questions any decision to exclude a question as not relevant.

If a party does not have an Advisor present at the live hearing, the College will provide without fee or charge to that party, an Advisor of the College's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

The Hearing Board or Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing, or decision not to answer questions or otherwise not participate in the investigation or live hearing.

Other than to conduct cross-examination as described above, the parties' respective Advisors may not speak on behalf of the parties during the hearing and may not directly participate in any aspect of the hearing. The Complainant or the Respondent, however, may consult with their respective Advisors during the hearing. The Hearing Board Chair or Hearing Officer may limit the length and frequency of consultations so that they do not unreasonably delay the hearing or unreasonably interfere with the presentation of evidence.

At the conclusion of the hearing, the Hearing Board must go into closed session to deliberate and make its decision based solely upon the relevant evidence introduced and received at the hearing. The decision must be made by a majority vote.

A Respondent is presumed to be not responsible. The determination of the merits of the case shall be made using the preponderance of the evidenced standard.

Advisors

Each party may have an Advisor of their choice present at a hearing for the limited purpose of conducting cross-examination on behalf of that party. Advisors may be, but are not required to be, attorneys. If a party does not have an Advisor of their choice present at a hearing, the College will, without fee or charge to the party, provide an Advisor of the College's choice, again for the limited purpose of conducting cross-examination on behalf of that party. No later than 10 College Days before

the hearing, parties should inform the Title IX Coordinator of the identity of any Advisor of choice who will accompany them to the hearing, so that the College will know whether or not it needs to arrange for the presence of a College-provided Advisor.

At a time and manner deemed appropriate by the Hearing Officer or Chairperson, the Advisor for each party will be permitted to ask the other party and any witnesses all relevant cross-examination questions and follow-up questions, including those challenging credibility. Except for that limited role, Advisors may not participate actively in the hearing and may not speak or otherwise communicate on the part of the party that the Advisor is advising. However, the Advisor may consult privately in a non-disruptive manner with their advisee during and/or at a recess in the hearing. Scheduling accommodations generally will not be made for Advisors if they unduly delay the process. The College reserves the right to take appropriate action regarding any Advisor who disrupts the process, or who does not abide by the restrictions on their participation as determined in the sole discretion of the Hearing Officer or Chairperson, which may include exclusion of the Advisor from the hearing and the appointment of an alternate College-provided Advisor.

All Advisors are subject to the same College policies and procedures, whether they are attorneys or not, and whether they are selected by a party or assigned by the College. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address College officials or Investigators in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker except during a hearing proceeding during questioning.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting/interview/hearing will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role. The College may decide at its discretion to provide an alternate Advisor of its choosing in circumstances where it has been deemed necessary to exclude an Advisor from the investigation or hearing process.

Requests for Appearance of Witnesses

If a party wishes to have an individual appear at the hearing as a witness, they must provide notice of the identity of the proposed witness and a brief description of the subject matter of the witnesses' testimony to the Title IX Coordinator or designee at least 10 College Days before the date of the hearing. The Title IX Coordinator or designee, in consultation with the Hearing Officer or Chairperson as necessary, will determine whether the witness is likely to have information that is relevant to the hearing, and if it is determined that the witness is likely to have relevant information, the Title IX Coordinator or designee will inform the witness that their presence at the hearing is required (to the extent that the College has jurisdiction to require the presence of the witness) or requested.

Conduct of Hearings and Relevance

At or before the hearing, the Hearing Officer or Hearing Board will receive a copy of the final investigative report, any attachments thereto, and copies of the parties' written responses to the final investigative report, if any, which will be part of the information of record to be considered by the Hearing Officer or Hearing Board. The recommendation regarding responsibility made by the investigator in the final investigative report is only Advisory and is not binding on the Hearing Officer or Hearing Board; the Hearing Officer or Hearing Board will make an independent determination regarding responsibility based upon the investigative report, evidence admitted at the hearing, and the testimony and cross-examination of parties and witnesses at the hearing, as applicable.

Advisor Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Hearing Officer or Chairperson will first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors are not permitted to object to Hearing Officer or Chairperson decisions regarding relevance during a hearing. The Hearing Chairperson or Hearing Officer is able to consult with College Legal Counsel in determining whether a question is relevant.

Regarding the evidence subject to inspection and review that was provided to the parties and their Advisors under the Title IX Sexual Harassment matter-specific investigation procedures outlined above, a copy of such evidence will be made available at the hearing, and each party and/or their Advisor (as applicable) will have an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Information protected under a legally recognized privilege (such as, for example, privileged communications between a party and their physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a treatment capacity, or privileged communications between a party and their attorney), is not relevant unless the person holding the privilege has waived the privilege.

At the request of either party, the College will provide for the hearing to occur with the parties located in separate rooms with technology enabling the Hearing Officer or Hearing Board and parties to simultaneously see and hear the party or the witness answering questions. Live hearings may be conducted with all parties physically present in the same geographic location or, at the College's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. In accordance with applicable Title IX regulations, all hearings will be in a setting that allows for live cross-examination of witnesses.

At the discretion of the Hearing Officer or Chairperson, parties (but not their Advisors) will usually be given an opportunity to make a closing statement at the conclusion of the hearing.

Record of Hearings

The College will create an audio or audiovisual recording and/or transcript, of any live hearing, and will make it available to the parties for inspection and review.

Determinations Regarding Responsibility

Within 14 College Days after the hearing, the Hearing Officer or Chairperson (will prepare and issue a written determination regarding responsibility and, if applicable, sanctions. In determining responsibility, the Hearing Officer or Hearing Board will apply the preponderance of the evidence standard. The written determination of outcome will include:

- Identification of the section(s) of the College's Title IX Sexual Harassment policy alleged to have been violated;
- A description of the procedural steps taken from the receipt of the complaint through the determination, including but not limited to, as applicable, any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of definitions of sexual harassment for purposes of the College's Title IX Sexual Harassment definitions;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility and, where necessary and in collaboration with the sanctioning officer, a statement regarding any sanctions and the rationale therefor;
- If a finding of responsibility is made, the supportive measures, remedies, and sanctions that are necessary to prevent the continuation of sex-based discrimination and
- Identification of the College's procedures and permissible bases for the Complainant and Respondent to appeal (as outlined below).

The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

The determination will also notify the parties whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the Complainant but will not provide details about any such remedies.

If sanctions are necessary, they will be assigned in accordance with the Sanctions section below. The parties will receive notice simultaneously of the written determination regarding responsibility and, if necessary, any sanctions as determined through the procedures outlined below.

Sanctions

It is the College's belief that sanctions should maximize safety for all people and College constituents, relate to the nature of the behavior, and provide an opportunity for growth and learning. In the context of sexual harassment and interpersonal violence, sanctions will also be designed to restore the Complainant's equal access to college education programs or activities. The range of possible sanctions when a Respondent is found responsible for Prohibited Conduct is as follows:

Written Warning

A written warning is a notice that the Respondent's behavior is unacceptable and that further misconduct may result in further disciplinary action. A copy of the warning letter is placed in the student's academic file or in the employee's employment record.

Fines

A monetary fine may be imposed. Failure to pay or to make arrangements to pay a fine may result in a hold being placed on the Respondent's account.

Restitution

Restitution may be imposed in the form of monetary payment to repair or otherwise compensate for damages caused by the Respondent. Failure to pay or to make arrangements to pay may result in a hold being placed on the Respondent's account.

Loss of Privileges

A Respondent may be restricted or excluded from participating in curricular or extracurricular activities for a specified period of time.

Educational Sanction

Educational sanctions may include mediation, drug and alcohol education/treatment, public presentation, formal apology, research paper, college completion contract, etc.

Suspension

Termination of student or employment status at the College for a specified period of time, with the possibility of reinstatement, provided that the Respondent has complied with all conditions imposed as part of the suspension and provided the Respondent is otherwise qualified for reinstatement. Depending on the length of the suspension, transition activities may be required. Suspension involves the exclusion of the Respondent from participation in any academic or employment activities. Written notification of this action will be provided to the Respondent. The Respondent may be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The Respondent may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator.

Dismissal

Termination of student or employment status. Written notification of this action will be provided to the Respondent. The action of dismissal will be noted on the student's academic transcript or employee's employment record; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The Respondent may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator. Readmission after dismissal may be granted on a case by case basis.

If a Hearing Officer or Hearing Board makes a determination that a Respondent is responsible for committing Prohibited Conduct, the Hearing Officer or Chairperson will inform the sanctioning officer of that determination, and the sanctioning officer shall implement the supportive measures, sanctions, and other remedies the Hearing Board or Hearing Officer has recommended as part of their ruling.

Appeals

Each party to a case falling under this policy has a right to appeal:

- The Title IX Coordinator's dismissal of a formal complaint for Title IX purposes based on the Title IX Coordinator's determination that it did not fall within the definition of Title IX Sexual Harassment (where applicable); or
- The result of a hearing and/or sanctioning process, on the following grounds:

- There was a procedural irregularity that affected the outcome of the matter;
- There is new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; and/or
- The sanctions are not appropriate.

Appeals in student Respondent cases must be filed within 5 College Days of the case determination. Appeals in faculty Respondent cases must be filed within 5 College Days of the delivery of the written determination. Appeals in staff employee Respondent cases must be filed within 5 College Days of the case determination.

The other party may be notified of any submitted appeal through the Title IX Coordinator or their designee. The other party may submit a written response to the appeal within 5 College Days of delivery of the appealing party's appeal. Both parties will be informed of any change to the results of a disciplinary process that occurs prior to the time that such results become final, and when such results become final.

Where an appeal is based on procedural irregularity, new evidence and/or bias/conflict of interest grounds, the Appellate Officer may affirm a finding of responsibility or return the matter to a Hearing Officer or Hearing Board and/or Title IX Coordinator for further proceedings consistent with the appeal decision. Where an appeal challenges sanctions, the Appellate Officer may affirm, increase, decrease, or modify the sanctions. Appeal decisions will be sent to the parties simultaneously. The decision of the Appellate Officer is final in all cases.

Absent extenuating circumstances, appeals will ordinarily be decided within 30 College Days of the appellate officer's receipt of the appeal.

Informal Resolution of Title IX Sexual Harassment Cases

At any time prior to reaching a determination regarding responsibility, the College may facilitate an informal resolution process (e.g., mediation) of a Title IX Sexual Harassment case, where requested by a party and agreed to by both parties. If a party requests the initiation of an informal resolution process and the Title IX Coordinator agrees that the matter is appropriate for informal resolution, the College will provide to each party a written notice that discloses:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations-
 - The College generally permits parties to withdraw from the informal resolution process and initiate or re-initiate a formal investigation and hearing process at any time before the informal resolution process is completed and any informal resolution is agreed to in writing by the parties); and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

All parties and the Title IX Coordinator must agree to informal resolution for this option to be used. The Title IX Coordinator will assess the request for informal resolution in light of factors such as, but not limited to, the severity of the alleged violation and the potential risks to campus community members posed by the reported misconduct. The College will only proceed with an informal resolution process if both parties provide their voluntary, written consent to have the matter resolved through the informal resolution process.

Informal resolution options (e.g., mediation, restorative practices, or other alternate resolution methods) will be offered as deemed appropriate by the College and will be employed as agreed upon by the parties.

The matter will be deemed resolved if and when the parties expressly agree in writing to an outcome that is acceptable to them and which is approved by the Title IX Coordinator (in consultation with other College administrators as deemed necessary). A party may withdraw from the informal resolution process at any time prior to their execution of a written informal resolution agreement. After an informal resolution is agreed to in writing between the parties, neither party may initiate a formal resolution process regarding the same factual allegations.

At any time before a matter is resolved through informal resolution, the Title IX Coordinator may terminate an informal resolution process and initiate or re-initiate a formal investigation and resolution process at any time, as they deem appropriate in their discretion.

Steps in Investigating and Resolving Non-Title IX Prohibited Conduct

The following steps apply exclusively to the investigation and resolution of reports of conduct that, if proved, would constitute Prohibited Conduct under this policy but that would not fall within the definition of Title IX Sexual Harassment provided above.

Investigating the Complaint

Following the initial meeting between the Complainant and the Title IX Coordinator, the complaint will be investigated by the Title IX Coordinator. If the Complainant has declined to proceed with the complaint process, then the matter will be pursued only after consideration of the factors set forth in Section B.2 Conducting the Initial Assessment of this policy. The purpose of this investigation is to determine whether good cause exists to proceed with either informal or formal resolution of the complaint and shall be completed within thirty (30) College Days. Failure to comply with the investigator's requests may result in disciplinary action.

Notification of the Respondent

A Respondent will be notified when the College seeks action that would impact a Respondent, such as protective measures that restrict the Respondent's movement on campus, the initiation of an investigation or the decision to involve the Respondent in the informal resolution process.

The Title IX Coordinator shall notify the Respondent, in writing, of the complaint, advise the Respondent of the need for confidentiality, and instruct the Respondent to not engage in any retaliatory behavior. The notice to the Respondent will also include a summary of the allegations, the possible sanctions, and a brief description of the facts presented to support the allegations. For all allegations which could result in dismissal, the notice will include this possibility and will specify that dismissal prevents any future readmission to the College.

Both the Complainant and the Respondent will be given a copy of this policy.

Both the Complainant and the Respondent may provide information relevant to the complaint, including the names of any witnesses, to the Title IX Coordinator. In addition to interviewing the Complainant and the Respondent, the investigator will make reasonable attempts to contact and interview all of the individuals who are identified as witnesses with information relevant to the allegations of harassment or sexual misconduct.

The Title IX Coordinator's investigation will determine whether there is good cause to proceed to informal or formal resolution of the complaint. In order to make this determination, the investigator shall consider the record as a whole, including the nature of the alleged conduct and the context in which it occurred, and determine whether it is more likely than not that this policy has been violated.

The Title IX Coordinator will promptly investigate and prepare a confidential investigation report within thirty (30) College Days of receiving the complaint, unless an extension of time is necessary in order to conduct a thorough and accurate investigation. If an extension of time is required, the Title IX Coordinator will provide written notification of the revised date for completing the investigation concurrently to both parties.

- Preponderance of The Evidence Standard

In the event that the investigation report concludes that it is more likely than not that this policy has been violated, the Complainant may proceed with either informal resolution or formal resolution. The Title IX Coordinator will provide information regarding these processes to the Complainant. In the event that the Complainant elects not to move forward with the complaint at this stage, the College reserves the right to pursue the complaint in accordance with the formal resolution process.

- Finding of No Preponderance of The Evidence Standard

In the event that the investigation report concludes that it is not more likely than not that this policy has been violated, the complaint will be dismissed. The Complainant may, however, appeal the determination of no good cause to the College

President. A Complainant who wishes to file an appeal must file a petition no later than ten (10) College Days from delivery of the Complainant of the investigation report. An appeal petition shall consist of a detailed written statement specifying the precise grounds for appeal and indicating with precision the supporting facts, and shall be signed by the Complainant.

- The College President will consider the appeal petition and the investigation report to determine whether the original complaint is supported by the preponderance of the evidence standard within five (5) College Days of receiving the appeal petition. If the College President concludes that it is more likely than not that this policy has been violated, the President will inform both parties concurrently in writing of their decision, with a copy to the Title IX Coordinator. The Title IX Coordinator will then meet with the Complainant to discuss the Complainant's options for pursuing their complaint. Alternatively, if the President concurs with the Title IX Coordinator's determination that the complaint is not supported by the Preponderance of The Evidence Standard, the complaint will be dismissed, and no further action will be taken with respect to the complaint. The decision of the College President regarding whether a complaint demonstrates good cause is final and is not subject to appeal.

Resolution Process

1. Informal Resolution Procedure

Informal resolution is a process through which a complaint may be resolved promptly and discreetly, through communication, education and/or mutual agreement.

Participating in the informal resolution process is optional and voluntary by the parties. The parties can end the informal process at any time and stop the proceedings or begin the formal resolution process. The goal of informal resolution is to resolve concerns at the earliest stage possible, with the cooperation of the parties involved.

The Title IX Coordinator will meet separately with both the Complainant and the Respondent to gather any additional information regarding the conduct alleged. The Title IX Coordinator will identify and recommend an appropriate sanction to address the Respondent's conduct. The proposed finding of responsibility and sanction recommendation will be concurrently communicated in writing to both the Complainant and the Respondent. The Complainant and the Respondent will then have the opportunity to either accept or reject the proposed resolution.

If the matter is resolved informally to the satisfaction of all parties, the parties will document their acceptance in writing, and the informal resolution process will terminate, the sanctions (if any) will be imposed, and no further appeal shall be available to either party. The Title IX Coordinator will maintain a record of the complaint and its resolution.

If either party rejects the proposed resolution, the informal resolution process will terminate, and the Complainant or the College will have the right to pursue the complaint through the formal resolution process. Upon the conclusion of the informal resolution process, the Title IX Coordinator will meet with the Complainant to advise the Complainant regarding the formal resolution process. If the Complainant chooses to pursue the formal resolution process, they shall notify the Title IX Coordinator of this intention within five (5) College Days of terminating the informal resolution process. The College reserves the right to pursue the complaint in the event that the Complainant declines to take further action.

In the interim between the conclusion of the informal resolution and the initiation of the formal resolution processes, the Title IX Coordinator may implement or extend interim protective measures, as appropriate.

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.

Hazing Policy

Bryan College of Health Sciences is committed to providing a safe and healthy campus environment for all students, campus employees, and visitors. Consistent with state and federal laws, hazing is prohibited at Bryan College of Health Sciences.

What is Hazing?

At Bryan College of Health Sciences, we believe everyone should feel safe, respected, and included. Hazing is not allowed here—period. Hazing means doing anything that hurts, embarrasses, or forces someone to do something they don't want to do as part of joining a group, regardless of willingness to participate. This includes both physical and emotional harm.

The Stop Hazing Act defines hazing as:

Any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons, regardless of the willingness of such other person or persons to participate, that--

(I) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

(II) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury.

Consent is not a defense

Nebraska State Law states that “notwithstanding any provisions to the contrary, consent shall not be a defense” ([Neb. Rev. Stat. § 28-311.07](#)). This means that even if someone was ok with an activity, that doesn't mean the activity wasn't hazing.

This includes things like:

- Physical harm: Forcing someone to exercise, hurt themselves, or do something dangerous.
- Mental/emotional harm: Making someone feel humiliated, scared, or bullied.
- Forcing substances: Making someone drink alcohol, take drugs, or eat things against their will.
- Degrading acts: Making someone do something embarrassing, humiliating, or harmful to their self-esteem.

Why This is Important

We have this policy to make sure our campus stays a safe, supportive place for everyone. Hazing is also illegal in the State of Nebraska and is considered a Class II misdemeanor in Nebraska ([Neb. Rev. Stat. § 28-311.06](#)). In addition to criminal charges through the state, individuals and organizations can be held responsible by the College through the Student Code of Conduct. Hazing is harmful, and we take it seriously. This policy also follows federal guidelines, which aims to make sure campuses across the country are free from hazing, harassment, and violence.

Definition of a Student Organization

A student organization is defined as an organization at an institution of higher education (such as a club, society, association, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

What You Can Do If You See or Experience Hazing

If you see or experience hazing, we encourage you to speak up—you're not alone, and your voice matters. Any individual who believes they have been the victim of hazing, or anyone who has knowledge or observes conduct that may constitute hazing, is required to report it immediately. Hazing can be reported via telephone, email, or to a Campus Security officer. You can report hazing:

- Reach out to a campus employee (faculty or staff member)

- In person: Visit the [Vice President of Student Affairs](#); East Campus-Office 232
- In person: Visit with the [Deputy Director of Title IX](#); East Campus-Office 318
- Online: Use the College [reporting system](#)
- Campus Security
 - East Campus: 402-421-8488
 - West Campus: 402-481-5802
 - Hastings/Mary-Lanning: 402-461-5370

We will keep your report private as much as we can. You won't be punished for reporting hazing in good faith, and we don't tolerate retaliation (being punished for speaking out).

What to Include in Your Report

When reporting, please provide as much detail as possible, including:

- Name of the organization involved in hazing
- Date, time, and location of the event(s)
- Individuals involved and any witnesses (with contact information if available)
- How you became aware of the incident(s)
- A detailed description of the event(s)
- Any documentation, videos, or photographs, if applicable
- Your contact information (if not reporting anonymously)

If you wish to report anonymously, please include as much detail as possible. You may also request a meeting with a staff member without providing identifying information. The staff member will explain the process and, to the extent possible, record the information without including identifying details. Meetings can be conducted in person, via phone, or via email.

What Happens After You Report Hazing?

Once we get a report, we will:

- Investigate: Upon receiving a report, the Vice President of Student Affairs, or their designee, will assess whether the behavior constitutes hazing under college policy.
- Discipline: If hazing is found, individuals involved may face consequences like suspension, expulsion, or removal from student organizations. We'll also provide support for victims of hazing.

Support for Victims of Hazing

If you've been affected by hazing, we are here to help you. We offer:

- [Counseling Services](#): Free, confidential mental health support.
- Academic Support: Guidance and Advocacy when hazing interferes with academic success.
- Other Resources as needed and determined on an individual basis.

Prevention and Awareness

Bryan College of Health Sciences is committed to providing a safe, inclusive, and respectful environment for all students and campus employees, free from hazing and any practices that degrade, humiliate, or endanger individuals. The anti-hazing policy promotes awareness that prevents behaviors and ensures that the BCHS campus community adheres to established expectations. BCHS will engage in a research-informed, campus-wide approach to hazing prevention to foster a culture of respect and inclusion of all students.

Educational Programming

- Orientation Awareness
- Annual training with campus employees and student leaders
- Social Norms Campaigns

Sex Offender Registry

The Nebraska Sex Offender Registration Act (Neb. Rev. Statute 29-4001-29-4115) requires certain classes of sex offenders to register with local law enforcement officials. Registry information regarding Level 3 (high risk) offenders is published in local newspapers and is also available to the public at <http://www.nsp.state.ne.us> on the Nebraska State Patrol's website.

The Act also requires certain institutions, including colleges and universities, to monitor the presence of Level 2 (moderate risk) sex offenders at their facilities. College officials will routinely receive information regarding moderate risk sex offenders residing in Lancaster County. This information is not available to the public, and will be shared with designated staff responsible for monitoring activities on campus.

Access to Off-Campus Facilities

Bryan College of Health Sciences utilizes many off-campus facilities for academic work. All students must adhere to the policies of safety and security for the institution at which they are assigned. It is strongly encouraged that students familiarize themselves with each separate facility and to discuss with their instructors any issues regarding safety and security at a particular site.

Weapons/Firearms

The possession of weapons on campus is prohibited. Weapons are identified as: handgun, pistol, revolver, rifle, shotgun, knife or edged weapons (with blade longer than 3.5 inches), bow and arrow, crossbow, ammunition, martial arts equipment, or other device capable of launching a projectile and causing bodily harm. Possession of any of these items on campus will result in a code of conduct violation investigation.

Exceptions to this prohibition are:

- Weapons, legally owned, out of sight and secured in personally owned vehicles located in parking lots, garages, and streets on Bryan College of Health Sciences or Bryan Medical Center Properties, or
- Weapons possessed by certified and commissioned law enforcement officers or retired law enforcement officers in accordance with law, or
- Weapons possessed by armed security or armed officers in the performance of lawful duties, i.e. armored car officers, armed corporate security.

Tornado Protection – DOP.EHS192

Definitions

- Tornado Watch – Issued when weather conditions exist that could produce a tornado. A tornado watch may last for several hours.
- Tornado Warning – Issued when a tornado has actually been sighted in the area or indicated by radar. At this time, the Civil Defense warning sirens are sounded, and the Nebraska Weather Service broadcasts the emergency messages.

General Safety Instructions:

- Do NOT use elevators during a Tornado Warning
- Seek shelter in the designated safe areas
- Use blankets to protect you from flying glass or debris

Lincoln Location Information

Tornado Watch

When notified of a tornado "watch" effecting Lincoln, the PBX (switchboard) operator will announce over the public address system:

- “Your Attention Please: Lincoln and Lancaster County have been placed in a tornado watch area until (standard time the watch is to be canceled). Patients and visitors are requested to follow instructions from hospital staff concerning storm protection activities. We will keep you informed of significant weather changes.”
- This will be repeated at 4 hour intervals until the watch expires.
- Review safe areas.
- Consider how you will get there.
- An “All Clear” will be announced when the watch expires or is canceled prior to its scheduled expiration time.

Tornado Warning

Tornado Warning – Bryan Medical Plaza, College of Health Sciences, School of Anesthesia, Child Development Center-East, Education area on West

- Stay in the safe area until the city announces “all clear”.
- Staff, visitors and patients; Go to safest area possible with the time you have.
 - Relatively safe areas include:
 - Interior areas
 - Away from outside walls
 - Areas with no windows
 - The lower in the building the better
 - Basement areas without windows are best
- Remain in the safe area until notified of an “All Clear”.

Fire Emergency – EC.A.35

If you see smoke, smell something burning, or see fire, initiate the fire plan (R-A-C-E)

Announced overhead as “A Fire Alarm has been activated in+ Location + Please avoid this area”

R – Remove those in immediate danger to a safe area.

A – Alarm

- Activate the nearest fire pull station.
- Call “6” (off sites call 9-9-1-1) and give:
 - Exact location of fire (room number and building)
 - Your name, and
 - Type of fire (if known).

C – Contain the fire by closing doors to the area of the fire.

- Close all doors and windows (even in areas remote from the fire but in the same building).

E – Evacuate if fire or smoke is discovered:

- Evacuate as follows:
 - First, evacuate the area of the fire, adjoining rooms, and rooms above and below.
 - If necessary to leave the area, evacuate horizontally away from the fire through the fire doors into another fire/smoke compartment.
 - Business occupancies should evacuate the building.
 - If needed, evacuate vertically.
 - Use evacuation tools if needed (MedSled, ParaSlyde, Stair Chair)
 - Elevators may be used if they are working.
- Do not run.
- Follow the evacuation routes and plans outlined in the unit specific fire plan.

E – Or Extinguish, if you can do it safely and you feel comfortable doing so. Use a fire extinguisher by initiating P-A-S-S: Do not put yourself in danger to extinguish a fire.

- Pull the pin by twisting and pulling (do not have thumb on upper handle or pin will not come out)
- Aim at the base of the fire (if you hit the fire it is apt to come back on you and cause burns)

- Squeeze the handle, and
- Sweep back and forth to suffocate the fire.

Active Shooter -- EC.A.82

To Implement – The Active Shooter protocol will be implemented when a person or persons enter our building or grounds armed with a firearm with the intent to do harm or threatening to do harm to those present or is actively shooting.

- If an armed intruder enters our building the first response will be to protect as many of our patients, visitors and staff as possible. At the same time we will summon help from internal and external resources.
- Your personal response may need to be made in a hurry. Difficult decisions will need to be acted on quickly. Make the best response decisions you can and try to limit the harm inflicted on yourself and those around you.

Lincoln Location Information (EC.A.82)

Notification by observing person/employee

- Make the best decision you can as to order of notifications
- Call "6" (if in a hospital building or a building attached to the hospital)
- Call 9-911 (Medical Center) or 911 if not connected to the switch board
- Notify your Manager or Supervisor, if possible
- Provide this information:
 - The 911 Call say: "This is Bryan Medical Center (give location, plus area) we have an armed intruder in the building, gunshots (not) fired."
 - The "6" Call say: "We have an Active Shooter in the building (provide area), gunshots (not) fired."
 - If possible provide a description of the person(s) and their location

Announcement

The Telecommunications Operator will announce three times: "Active Shooter + Location + Do not go near this area, leave the building if safe to do so".

Personal Response, follow this as a guide; your response may vary depending on the circumstances.

Remember ADD, it may add to your chances for survival

A – Avoid, the goal is to completely stay away from the armed intruder

- Do NOT respond to the area of the armed intruder ♣
- Leave the armed intruders area
- Help visitors and patients to safe areas
- Leave the building if possible, unless involved in patient care

D – Deny Access, the goal is to keep the armed intruder moving and not finding victims

- Move into a room with a locked door
- Lock your door, turn off lights, make no noise
- Barricade doors, make entry as difficult as possible
 - Patient care areas;
 - Block or lock entry doors, including stairwells
 - Close patient doors
 - Stay out of hallways as much as possible
 - If possible place one person in each occupied patient room, close door and block it with everything available
- Do not come out until the all clear is announced

D – Defend, the goal is to survive a face to face encounter with an armed intruder

- If you cannot avoid or deny access, you may have few options, and may include:
 - Play dead among the other victims
 - Fight back; this is very dangerous and may be your last option

- Use anything handy as a weapon (fire extinguisher, piece of a file cabinet, pen, letter opener, stapler etc.)
- Follow their directions
- Make your decision based on what you think is best for the circumstances you are in.
- At this point we can only provide suggestions, you will need to do what you think is best

Personal Response to police

- The police may not know who is the armed intruder so be prepared to be treated as a suspect until things are sorted out
 - Raise your hands, keep your hands in view
 - Do not brandish weapons when encountering police or exiting the building
 - Ensure that you do not appear to be a threat
 - Follow directions
 - Provide as much information as possible

Communicable Disease Emergency Response and Communication

Purpose

The Bryan College of Health Sciences takes its responsibility to its students, employees, and community very seriously and understands that a college environment may provide means for the spread of communicable diseases. The College has policies requiring students to obtain the pre-enrollment immunizations necessary to prevent a number of communicable diseases. While prevention is the front line defense against communicable disease, the College recognizes that immunizations are not 100% effective and many non-students, who may not be immunized, interact within the environment of the College every day. This leaves the College, and the community it serves, vulnerable to contagion. When a known threat of communicable disease is discovered, the College must be prepared to respond quickly and effectively to minimize the impact of the threat. This policy provides the process for reporting, responding to, and communicating about instances of communicable disease.

Reporting

Employees and students of the College are expected to minimize contact with other people and contact their direct supervisor, faculty member, or clinical instructor/preceptor in the following situations (please note, the examples of diseases used in the following situations are not all inclusive):

- When they return from travel from a country the CDC has placed on a watch list for life threatening communicable diseases such as Ebola, etc.
- When they have a known exposure to a contagious or potentially life-threatening disease such as measles, pertussis, mumps, Ebola, meningitis, COVID, etc.
- When they exhibit symptoms of a communicable disease such as the influenza, measles, rubella, mumps, chicken pox, pertussis, meningitis, etc.
- When they have been diagnosed with a communicable disease

The person notified by the affected student or employee will promptly notify the Vice President of Student Affairs (or designee) of the situation.

Minimizing the Spread of Communicable Disease

The College will follow Bryan Medical Center policies and will collaborate with experts in epidemiology, employee/student health, and public relations available at Bryan Medical Center and the regional Public Health Department in directing the actions of employees or students and providing any further needed notifications. An individualized plan will be developed by College and Medical Center personnel delineating, at a minimum: 1) The time the employee or student must be absent from all College-related activities; and 2) The circumstances necessary for return. The goal of the plan will be allowing the individual employee or student time to recover and minimizing the probability of spreading the communicable disease to others in the College or community. Employees and students are required to follow the plan developed for their situation and failure to do so will be grounds for disciplinary action.

If a situation involves possible spread of contagion to other students or employees of the College, all possible steps will be taken to communicate with those potentially affected. An individualized plan will be created specifying: 1) Required monitoring for development of disease; and 2) Steps necessary for prevention of further spread of contagion within the internal College environment.

If an employee or student of the College reports a situation that may pose a threat of contagion to the community, College or Medical Center officials will report the actual or possible threat to city, state, and regional health officials. If it is deemed necessary for the protection of the community, a press release will be issued outlining the potential threat and steps taken to minimize that threat. The privacy of affected individuals will be protected during reporting unless disclosure of names is mandated by law.

Initial Policy May 2015

Revised, Safety Committee August 2023

Safe Haven Bill Procedure

In the event a person surrenders custody of an infant (less than 30 days old) to an employee of the medical center, it is our policy to accept that infant into the hospital's custody until custody can be transferred to law enforcement or the Department of Health and Human Services (DHHS).

Legislative Bill 157 states that no person shall be prosecuted for any crime based solely upon the act of leaving an infant in the custody of an employee on duty at the hospital. Bryan has received consent from the state for medical screening, evaluation, and treatment as needed until such time the infant is released to a state agency. Medical center employees are immune from criminal liability and civil liability for accepting an infant. Signs will be posted at emergency and main entrances indicating we are a safe haven for abandoned infants.

Steps to take

Contact care management, the nursing administrative supervisor (NAS) and hospital security, upon learning that a person intends to leave his or her child at the medical center. Ask the person to accompany you and the infant to the emergency department.

Inform the person bringing the infant that they are not required to answer any questions; however, the following information is requested:

- Name of infant
- Names of biological parents & address
- Information about the child's medical history or significant family history
- Is the child an American Indian? What tribe?
- Date of the child's birth

The employee involved with release of the infant, care management or the NAS will take the child to the ED for evaluation and treatment needed. Care management or the NAS will notify risk management. Please refer to the new procedure for all of the details. If you have additional questions, please call Suzan Mulligan, care management, 18996, or Norma Coleman, 18365, risk management.

Services and Activities

Basic Needs Statement

Any student who has difficulty affording sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact any faculty, advisor, staff or administrator. College personnel will work with the Vice President of Student Affairs to refer student to available resources.

Caring Fund

The Bryan College of Health Sciences Caring Fund is available for any full-time or part-time student facing a crisis or emergency situation. The fund is able to assist with an immediate, basic need. Contact: Dr. Alethea Stovall, Vice President of Student Affairs at 402-481-3804 or Maggie Nelson, Financial Aid, 402-481-8705.

Student Uniform Closet

Free second-hand uniforms for students in need. If you have extenuating circumstances and cannot afford the cost of a new uniform or if your size is not available, please email Dr. Stovall at alethea.stovall@bryanhealth.org. Special thanks to our alumni who have donated their uniforms to students in need.

Student Affairs

Student Affairs is comprised Academic Services, Counseling Services, 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.

Counseling Services 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. 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 Employee 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 any allergies, a TB questionnaire and validation of required immunizations.

Students are required to follow the policies in the Student Catalog 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.

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 services are provided to distance students by electronic means.

Counseling Service

Free, confidential and professional short-term counseling options are available on and off campus for students experiencing academic, personal or professional concerns. Any students living outside of Nebraska will be referred to professionals in their area. Counseling services are available in person and via telehealth.

On Campus

Lorie Escobar, MAC, LMHP
BCHS Mental Health Practitioner
402-481-3831
lorie.escobar@bryanhealth.org

Offsite Option

Continuum Employee Assistance Program (EAP)
3401 Village Drive, Suite 210
Lincoln, NE 68516
402-476-0186
www.4continuum.com

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

Student Referral Process

Personal, academic and/or financial problems can place students at risk of failing a course. The purpose of the Student Referral Process is to provide early identification and intervention for students at risk for a variety of reasons. This Process is designed to support both students, faculty and staff. The Student Referral Form will be submitted electronically to the individuals as indicated on the form or the Blue Healer Support Team for follow-up.

Student Referral:

- Student Code of Conduct Violations
- Academic Integrity Violation
- BCHS Mental Health Practitioner Concern
- Academic Student Support Concern
- Other

To activate the Student Referral Form, these steps should be followed:

- Anyone can identify students at risk and fill out a Student Referral Form
- When a student "at risk" is identified, it is recommended but optional to inform the student that a Student Referral will be initiated.
- An Student Referral Form is completed on the student outlining the concerns identified. The completed form is filled out electronically and submitted to the Blue Healer Support Team as indicated on the form.
- The appropriate representative will contact the student via email or phone when necessary
- A member from the Blue Healer Support Team will initiate the next steps. These actions can include:
 - Contacting the student via messaging, email, or phone
 - Arranging a meeting with the student's academic advisor
 - Requesting additional information or clarification from the person who submitted the student referral
 - Referring the student to additional services
- Individuals who complete a Student Referral Form will receive a confirmation email that the document was received. This process ensure a coordinated and comprehensive response to each student referral.

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.

Housing

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

Program Integration and Quality Assurance (Distance)

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

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

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

Student Services Availability for the Student at a Distance

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

Participation in live on-campus events is also available upon request.

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.

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.

Student Activities

All class or student body projects must be cleared through the Coordinator of Student Services before final plans can be made. All activities should be planned well enough in advance so that advertising and other special arrangements can be made. College and Medical Center administration permission must be obtained before any activities are planned that would involve the Medical Center.

Campus Facilities

Lincoln Instructional Location

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

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

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

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

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

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

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

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

Hastings Instructional Location

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

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

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

Malpractice & Liability Insurance

Students are covered under a malpractice and general liability insurance policy paid for by Bryan Medical Center. This covers the student during assigned clinical/practicum experiences or when on official Medical Center business.

Lost and Found

Students should check in the College Administration office 201 (481-3801) for lost and found items at the College. Lost and Found at the Medical Center is located in Facilities Management at 481-8971.

Institutional Review Board (IRB)

The Bryan College of Health Sciences Institutional Review Board (IRB) is a federally registered board responsible for the review and approval of all research protocols involving humans as participants. The IRB requires that all research involving human subjects conducted within the College or by faculty, staff, or students affiliated with the College, be reviewed and approved prior to subject recruitment or initiation of data collection.

A human subject is defined as "...a living individual about whom an investigator (whether professional or student) conducting research obtains 1) data through intervention or interaction with the individual; or 2) Identifiable private information." (CFR Title 45 Part 46). Therefore, any study/project that collects data about human subjects in any form, requires consideration by the IRB. Only the IRB can determine that such a study/project does not need to be reviewed.

A student class project is a project that is required for completion of a course or series of courses at Bryan College of Health Sciences. The purpose of a class project is for the training and education of students in the use of particular methods, concepts, devices, or equipment with no intent to contribute to generalizable knowledge. A thesis/dissertation is not a class project. IRB waivers for student class projects are obtained by faculty teaching courses that require a student class project as an assignment for completion of a course. Class projects that have been granted an IRB waiver cannot be submitted for publication or be presented at meetings outside Bryan College of Health Sciences without prior IRB approval. Carefully consider the need for IRB review. Retrospective IRB review is NOT possible after data collection has begun for a class project. Once students begin class project data collection, the faculty or student cannot change their mind and submit an IRB Request for Review after the fact. Retroactive IRB approval will not be granted under any circumstance.

Carefully consider the possibility of publication or use of data collected in class projects in future research studies. Please see the College IRB website for the application guidebook, meeting dates, forms/templates, and resources for researchers. Please see the College Manual for bylaws of the Bryan College of Health Sciences IRB.

Case Study Policy

A case study is a detailed description and analysis of one, two, or three individuals for the purpose of providing rich, educational information that may be of value to the health care community. Case studies do not require review by Bryan College of Health Sciences IRB because they are not defined as research according to 45 CFR part 46. A case series (more than 3 cases) meets the definition of human subjects research and requires the approval of the IRB. The author must follow all HIPAA privacy rules when writing case studies.

Authors of case studies must also obtain the permission of the subject or authorized individual prior to writing case studies where journal submission and public or meeting presentations beyond Bryan College of Health Sciences may be required.

Many journals require an IRB approval letter prior to publication. You may request an approval letter from Bryan College of Health Sciences IRB by submitting a written request and a copy of the signed Case Study Authorization Form to IRB@bryanhealthcollege.edu. The Case Study Authorization Form is available in the Graduate Studies Office.

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
		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) with multi-state privileges in the state of Nebraska, or another compact state. Required upon matriculation into the program.
- 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
		83

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 6 or 7 semesters including summers. Students may apply and enter the program in spring 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 consists of a unique and integrated body of knowledge that requires multiple ways of reasoning which address complex human responses that promote optimal health. The graduate nursing program recognizes that learning is a lifelong endeavor that results in perpetual evolution of thinking, insight, attitude, and behavior. Inquiry is a constant which is integral to the advancement of nursing practice. As an advanced practice nurse, the promotion of interprofessional collaboration is essential to ensure safe, equitable, and quality patient-centered care to diverse populations, which includes addressing social determinants of health.

The graduate nursing program promotes engagement in systematic inquiry using traditional research methods, available evidence, contemporary technology, and information systems which are essential components of nursing education, scholarship, and leadership. Knowledge, skills, and behaviors achieved through graduate nursing education provide the foundation to assume a variety of specialized roles in teaching and leadership in nursing. Through the graduate nursing program, one's professional identity is defined through the development of values, norms, and characteristics essential to practice in an advanced practice role.

Graduate nursing 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.

Nursing education is a specialty area of nursing practice that requires a unique blend of clinical and educational excellence through curriculum development, assessment and evaluation. Nurse educators use their expertise to facilitate learning in inclusive classroom environments and practice settings. Nurse educators assist students to correlate theoretical concepts to real time events to solve issues from an equity perspective.

Nursing leadership is a specialty area of nursing practice requiring a unique blend of professional 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 and available evidence.

MSN 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 advanced practice nursing.
6. Demonstrate information literacy when analyzing and using evidence in nursing practice.
7. Execute professional role competencies 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).

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

Maximum Length of Time to Degree Completion

Upon acceptance to the MSN or MSN certification program option, a plan of study will be developed to meet the degree requirements. The student and advisor share joint responsibility for progression through the program and attainment of degree requirements.

The time to degree completion begins upon acceptance to the MSN or MSN certificate program and includes time spent on leave of absence. The MSN program option must be completed in 6 years and the MSN certificate program option must be completed in 4 years.

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
NURS716	Foundations of Scientific Research and Evidence Based Practice	4
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2
NURS726	Instructional Methods for Student-Centered Learning	3
NURS729	Educator Immersion I	1
NURS733	Applied Statistics	3
NURS717	Emerging Trends and Challenges in Nursing Education	2
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3
NURS753	Innovations in Clinical Teaching	2
NURS759	Educator Immersion II	1
NURS771	Scholarly Project Development	2
NURS772	Scholarly Project Proposal	1
NURS773	Scholarly Project Execution	3
NURS777	Curriculum Design and Program Development in Nursing Education	3
NURS778	Comprehensive Assessment and Evaluation in Education	3

Course Sequencing

Sample Curriculum Plan

*The curriculum plan for fall entry will vary slightly

Spring - Year 1

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

Summer - Year 1

Item #	Title	Credits
NURS753	Innovations in Clinical Teaching	2
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3

Fall - Year 1

Item #	Title	Credits
NURS716	Foundations of Scientific Research and Evidence Based Practice	4
NURS733	Applied Statistics	3

Spring - Year 2

Item #	Title	Credits
NURS726	Instructional Methods for Student-Centered Learning	3
NURS729	Educator Immersion I	1
NURS771	Scholarly Project Development	2

Summer - Year 2

Item #	Title	Credits
NURS777	Curriculum Design and Program Development in Nursing Education	3
NURS772	Scholarly Project Proposal	1
NURS717	Emerging Trends and Challenges in Nursing Education	2

Fall - Year 2

Item #	Title	Credits
NURS759	Educator Immersion II	1
NURS773	Scholarly Project Execution	3
NURS778	Comprehensive Assessment and Evaluation in Education	3
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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
NURS714	Informatics and Innovation in Nursing Leadership	2
NURS716	Foundations of Scientific Research and Evidence Based Practice	4
NURS722	Applied Theoretical Foundations	3
NURS723	Technology in Teaching and Leadership	2
NURS733	Applied Statistics	3
NURS736	Dynamic Organizational Systems	2
NURS743	Leader Immersion I	1
NURS746	Essentials of Financial Management in Leadership	3
NURS749	Power, Politics, and Influence	3
NURS751	Advanced Nursing Leadership and Practice	3
NURS762	Human Resource Management in Healthcare	3
NURS771	Scholarly Project Development	2
NURS772	Scholarly Project Proposal	1
NURS773	Scholarly Project Execution	3
NURS786	Leader Immersion II	1

Course Sequencing

Sample Curriculum Plan

*The curriculum plan for fall entry will vary slightly

Spring - Year 1

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

Summer - Year 1

Item #	Title	Credits
NURS714	Informatics and Innovation in Nursing Leadership	2
NURS762	Human Resource Management in Healthcare	3

Fall - Year 1

Item #	Title	Credits
NURS733	Applied Statistics	3
NURS716	Foundations of Scientific Research and Evidence Based Practice	4

Spring - Year 2

Item #	Title	Credits
NURS749	Power, Politics, and Influence	3
NURS743	Leader Immersion I	1
NURS771	Scholarly Project Development	2

Summer - Year 2

Item #	Title	Credits
NURS736	Dynamic Organizational Systems	2
NURS772	Scholarly Project Proposal	1
NURS746	Essentials of Financial Management in Leadership	3

Fall - Year 2

Item #	Title	Credits
NURS751	Advanced Nursing Leadership and Practice	3
NURS786	Leader Immersion II	1
NURS773	Scholarly Project Execution	3
		36

Master of Science in Nursing: RN-MSN 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

Course Sequencing

RN-MSN Nursing Education 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
NURS405RN	Community-Based Nursing	5

Fall

Item #	Title	Credits
NURS733	Applied Statistics	3
NURS716	Foundations of Scientific Research and Evidence Based Practice	4

Spring

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

Summer

Item #	Title	Credits
NURS753	Innovations in Clinical Teaching	2
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3

Fall

Item #	Title	Credits
NURS778	Comprehensive Assessment and Evaluation in Education	3

Spring

Item #	Title	Credits
NURS726	Instructional Methods for Student-Centered Learning	3
NURS729	Educator Immersion I	1
NURS771	Scholarly Project Development	2

Summer

Item #	Title	Credits
NURS777	Curriculum Design and Program Development in Nursing Education	3
NURS772	Scholarly Project Proposal	1
NURS717	Emerging Trends and Challenges in Nursing Education	2

Fall

Item #	Title	Credits
NURS759	Educator Immersion II	1
NURS773	Scholarly Project Execution	3
		36

Master of Science in Nursing: RN-MSN 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

Course Sequencing

RN-MSN Nursing Leadership 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
NURS716	Foundations of Scientific Research and Evidence Based Practice	4

Spring

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

Summer

Item #	Title	Credits
NURS714	Informatics and Innovation in Nursing Leadership	2
NURS762	Human Resource Management in Healthcare	3

Fall

Item #	Title	Credits
NURS751	Advanced Nursing Leadership and Practice	3

Spring

Item #	Title	Credits
NURS749	Power, Politics, and Influence	3
NURS743	Leader Immersion I	1
NURS771	Scholarly Project Development	2

Summer

Item #	Title	Credits
NURS736	Dynamic Organizational Systems	2
NURS772	Scholarly Project Proposal	1
NURS746	Essentials of Financial Management in Leadership	3

Fall

Item #	Title	Credits
NURS786	Leader Immersion II	1
NURS773	Scholarly Project Execution	3
		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
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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 18 credit hour course of study including two practica. The program is designed for completion in 4 or 5 semesters.

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. Post-MSN 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:

- MSN from a program with accreditation from ACEN, CCNE, or CNEA
- GPA of 3.0 on a 4.0 scale in MSN
- Official college transcripts from MSN program

- Current, unencumbered license as a professional registered nurse
- Two professional references: Prefer one from applicant's MSN program faculty and one from applicant's supervisor
- Statement of your professional goals for attaining this certificate. Not to exceed one page.

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

At-large Course Limit

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

Time to Certificate Completion

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

Residency

All Post-MSN 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
NURS717	Emerging Trends and Challenges in Nursing Education	2
NURS726	Instructional Methods for Student-Centered Learning	3
NURS729	Educator Immersion I	1
NURS750	Physical Assessment, Pathophysiology, & Pharmacology for Educators	3
NURS753	Innovations in Clinical Teaching	2
NURS759	Educator Immersion II	1
NURS777	Curriculum Design and Program Development in Nursing Education	3
NURS778	Comprehensive Assessment and Evaluation in Education	3

Nursing Leadership

Item #	Title	Credits
NURS714	Informatics and Innovation in Nursing Leadership	2
NURS736	Dynamic Organizational Systems	2
NURS743	Leader Immersion I	1
NURS746	Essentials of Financial Management in Leadership	3
NURS749	Power, Politics, and Influence	3
NURS751	Advanced Nursing Leadership and Practice	3
NURS762	Human Resource Management in Healthcare	3
NURS786	Leader Immersion II	1
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College Personnel

College Board of Trustees

Melissa Newton, BA , Board Chair
Chief Culture Officer; Olsson

Kelsi Anderson, PhD
President, Bryan College of Health Sciences

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

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District Administrator
Lincoln Public Schools

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Physician (retired)
Associated Anesthesiologists, PC

Aubree McKee
Student Government President

Juan Paulo Ramirez, PhD
Independent Consultant
GIS and Human Dimensions

Stacey Shutts, MEd, RDCS
Faculty Senate Chair
Bryan College of Health Sciences

Missy Bartels, MSN, RN, CCRN
Chief Nursing Officer
Bryan Medical Center

Carrie Weber, BACC
Chief Audit Executive
Nelnet

Joel Weyand, MS
Financial Advisor; Edward Jones

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

MJ Johnston, DM, MBA, FACHE
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 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

Matt Tritt
Dean of School of Nurse Anesthesia/Program Director
BS – University of Nebraska-Lincoln
BSN - Creighton University
MSNA - Bryan College of Health Sciences
DNAP - Texas Wesleyan University

Jason States, EdD
Dean of Healthcare Studies
BA – Hastings College
MA - University of Nebraska-Lincoln
MEd - University of Nebraska-Lincoln
EdD - University of St. Mary

Julie Skrabal, EdD, RN, CNE, CNEcl
Dean of Graduate Nursing & Health Professions
BSN –Mount Marty College
MA - University of Nebraska -Lincoln
MSN - Andrews University
EdD - College of Saint Mary

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

Assistant Deans

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

Sue Pilker, EdD, RN
Assistant Dean of Undergraduate Nursing - Lincoln
BSN – South Dakota State University
MSN – Nebraska Wesleyan University
EdD – College of Saint Mary

Directors

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

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

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

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

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

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

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

Administrative Staff

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Executive Assistant

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

LeeAnn Mosby
Administrative Assistant -Lincoln
BA – University of Nebraska Lincoln

Jacinda Gerdes
Administrative Assistant - Hastings

Admissions Office

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Vice President of Enrollment Management and Marketing
BA-Nebraska Wesleyan University

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College Information Systems Director
BS-Northwest Missouri State University

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Recruitment and Campus Visit Coordinator
BA-University of Nebraska-Lincoln

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Recruitment Coordinator
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MA – Regent University

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BS – Nebraska Wesleyan University

Kris Moger
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BS - University of Nebraska-Lincoln

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

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

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

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
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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 Nelson, 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

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

Chris Ebbers, MA
Academic Support Services Coordinator
BA-University of Nebraska-Lincoln
MA-University of Nebraska-Lincoln

Susan Ferrone, MPA, BSN, RN
Assistant Director of Academic Support and ADA
BA-Creighton University
MPA-Iowa State University
BSN-Creighton University

Jennine Neihardt, RN
Health & Wellness Nurse
Diploma – Bryan School of Nursing

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

Lucas Wiester, MA
Assistant Director of Academic Support and First-Year Experience
BA-Avila University
MA-Nebraska Wesleyan 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

Julie Skrabal, EdD, RN, CNE, CNEcl
Dean of Graduate Nursing & Health Professions
BSN –Mount Marty College
MA - University of Nebraska -Lincoln
MSN - Andrews University
EdD - College of Saint Mary

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
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Angela McCown
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Diploma – Bryan College of Health Sciences
BSN – Bryan College of Health Sciences
MSN –Bryan College of Health Sciences
EdD - Bryan College of Health Sciences

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

Ashley Kennedy, EdD, RN
Assistant Professor
Diploma – Southeast Community College
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
EdD – Clarkson College

School of Nurse Anesthesia Faculty

Matt Tritt

Dean of School of Nurse Anesthesia/Program Director

BS – University of Nebraska-Lincoln

BSN - Creighton University

MSNA - Bryan College of Health Sciences

DNAP - Texas Wesleyan University

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

Sharon Hadenfeldt, PhD, CRNA

Associate Professor

ADN – University of Nebraska Medical Center

BSN - University of Nebraska Medical Center

MS - University of Kansas/Bryan Memorial Center

PhD - University of Nebraska-Lincoln

Joey Chung, DNAP, CRNA

Assistant Professor

BSN - University of Nebraska Medical Center

DNAP - Bryan College of Health Sciences

Anthony Heidtbrink, DNAP, CRNA

Assistant Professor

BSN - University of Nebraska Medical Center

DNAP - Bryan College of Health Sciences

Faye Unruh, DNAP, CRNA

Assistant professor

BSN - MidAmerica Nazarene University

MS - University of Kansas/Bryan Medical Center

DNAP - Mount Marty College

Clinical and Laboratory Policies

BLS/CPR/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.

MSN and EdD students are required to complete a BLS/CPR for the Health Care Provider course if their practicum experiences are in patient care settings. Students are responsible for obtaining and maintaining their BLS/CPR certification including tracking expiration dates and completing recertification as required.

Only BLS for the Health Care Professional/Provider courses from the American Heart Association, Military Training Network (MTN) Resuscitation Programs or the American Red Cross are acceptable. BLS for the Health Care Professional/Provider courses from other organizations will not be accepted.

Upon attainment of new certifications, the student will provide proof of to designated College personnel.

A student will not be allowed to continue clinical experiences until current certifications are obtained. Students will be referred to the Vice President of Student Affairs for being in violation of the Student Code of Conduct for not maintaining current certifications.

Biomedical Sciences Laboratory Safety Rules and Procedures

The laboratories in the Biomedical Sciences department allow students to participate in hands-on activities designed to enhance student learning. Working in a laboratory requires everyone to be aware of and to follow appropriate safety procedures.

Students will be provided with safety rules and procedures specific to each laboratory course on the first day the course meets. Students will be expected to sign a statement acknowledging their understanding of these rules and procedures.

In addition, the following are general rules are to be adhered to at all times in any of the Biomedical Sciences laboratory:

Food and drink are not permitted within the lab at any time. Anyone working in the lab must have fully covered legs and closed toe shoes. Students are not authorized to work in the lab without appropriate faculty supervision. Appropriate personal protective equipment (PPE) must be worn at all times when working in the lab. Students are expected to follow all written and oral instructions while in the lab setting for their own safety and the safety of those around them. Use of mobile devices for non-laboratory purposes is prohibited.

Failure to adhere to the outlined safety rules and procedures may result in disciplinary action up to and including dismissal from the college as outlined in the Student Code of Conduct

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

This doctoral-level course provides health care educator students with knowledge and skills in qualitative research methods, focusing on phenomenology, grounded theory, narrative inquiry, and ethnography. Students will critically engage with the philosophical foundations and methodological nuances of each tradition, analyze exemplary studies in nursing education, and apply techniques for data collection, coding, and interpretation. Ethical considerations, reflexivity, and rigor in qualitative research are central themes throughout the course.

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. On campus proctored exams at the assigned course meeting day/time will be required.

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 substance use disorder, suicide prevention, and second victim syndrome.

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

NRAN860: Advanced Principles of Anesthesia III

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

NRAN860

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

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

NURS716: Foundations of Scientific Research and Evidence Based Practice

This course explores the foundational principles of nursing research and evidence-based practice, equipping students with the skills to critically evaluate and apply research findings to clinical decision-making. Students will examine qualitative and quantitative research methodologies, ethical considerations in research, and strategies for integrating evidence into nursing practice. Emphasis is placed on fostering a culture of inquiry, utilizing literature reviews, and implementing best practices to improve patient outcomes. Through applied learning experiences, students will develop competencies in critiquing research studies, formulating evidence-based interventions, and leading practice changes within healthcare settings

Credits 4

NURS717: Emerging Trends and Challenges in Nursing Education

This course explores the evolving landscape of nursing education, emphasizing current trends, innovations, resources, and challenges that influence teaching and learning in diverse learning environments. Students will explore strategies to address issues and promote effective, forward-thinking teaching practices that can be implemented in diverse learning environments. Through critical analysis and reflective practice, students will develop strategic approaches to adapt to and lead change in nursing education environments.

Credits 2

Prerequisite Courses

NURS729

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

NURS726: Instructional Methods for Student-Centered Learning

This course prepares nurse educators with the knowledge and skills to effectively teach and facilitate learning in both face-to-face and online classrooms. Students explore several teaching and learning strategies, including andragogy, the variations of learner needs, and effective communication techniques, to optimize student learning outcomes. The course also emphasizes identifying assessment and evaluation strategies to monitor student progress and improve teaching practices.

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS750

NURS755

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

NURS729: Educator Immersion 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

NURS722

NURS723

NURS733

NURS716

NURS750

NURS755

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

NURS736: Dynamic Organizational Systems

This course focuses on developing leadership skills for improving patient outcomes and safety within healthcare systems. It equips students with strategies to engage employees, solicit input, and align organizational efforts with mission, vision, and strategic goals. The course covers leadership competencies crucial for driving process improvements, along with critical evaluation of organizational structures and behaviors that impact performance.

Credits 2

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS714

NURS762

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

NURS743: Leader Immersion I

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

Credits 1

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS714

NURS762

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

NURS746: Essentials of Financial Management in Leadership

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 strategic considerations necessary for making financial decisions.

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS714

NURS762

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

NURS749: Power, Politics, and Influence

Course Description:

This course explores the dynamics of power and politics within healthcare organizations. Students examine how these forces influence decision-making, resource allocation, and interprofessional relationships. Emphasis is placed on individual and organizational influence to advocate for improved patient care and system-level outcomes. Students will discuss the ethical use of power in the healthcare environment.

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS714

NURS762

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

NURS751: Advanced Nursing Leadership and Practice

This course aims to empower frontline nurse leaders by developing crucial leadership competencies. It focuses on equipping nurses with the knowledge and skills to effectively lead teams, influence practice, and manage resources within healthcare organizations.

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS714

NURS762

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

NURS759: Educator Immersion II

The second 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. The students will continue to seek opportunities to participate in multiple aspects of the nurse educator role.

Credits 1

Prerequisite Courses

NURS729

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

NURS771: Scholarly Project Development

In this first of three scholarly project courses, students will plan an evidence-based scholarly project designed to address an education or practice issue. An extensive literature review will be performed to guide development of planned interventions. Students will collaborate with key stakeholders throughout the planning of the project.

Credits 2

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS750

NURS755

NURS772: Scholarly Project Proposal

In this second of three scholarly project courses, students will synthesize research and practice concepts to develop an ethically sound and rigorous project proposal.

Credits 1

Prerequisite Courses

NURS771

NURS773: Scholarly Project Execution

In this final course in the scholarly project series, students will execute and analyze the results of the scholarly project. The course will culminate with a formal presentation of the scholarly project.

Credits 3

Prerequisite Courses

NURS772

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

NURS777: Curriculum Design and Program Development in Nursing Education

This course focuses on the principles and processes involved in designing, implementing, and evaluating nursing curricula. Students will examine accreditation standards, program outcomes, course design, and assessment tools to ensure quality educational programs. Emphasis is placed on alignment of course objectives with program goals and national standards. Students will gain experience in program planning and implementation for continuing education.

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS750

NURS755

NURS778: Comprehensive Assessment and Evaluation in Education

This course explores assessment and evaluation of student learning at course, curriculum and program levels. Students will examine how data influences assessment and evaluation decisions. Systematic evaluation and accreditation are included in the course

Credits 3

Prerequisite Courses

NURS722

NURS723

NURS733

NURS716

NURS750

NURS755

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.

NURS786: Leader Immersion II

The second of two required practica, this course involves fieldwork with a nurse leader. In collaboration with a preceptor, students will participate in

planning, implementing, analyzing, and/or evaluating leadership a continuous practice improvement project. The student will continue to seek opportunities to participate in multiple aspects of the nurse leader's role.

Credits 1

Prerequisite Courses

NURS745

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