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2015-2016

Nebraska Methodist College of Nursing and Allied Health
Omaha, Nebraska

The provisions stated in this catalog establish the principle plan, requirements and relationships between Nebraska Methodist College of Nursing and Allied Health, hereafter referred to as Nebraska Methodist College, NMC, or the College, and the students it serves.

Campus Location

720 N. 87th Street, Omaha, NE 68114

Catalog Details

The programs, requirements, and policies – including, but not limited to, statements on admission, tuition, fees, and course offerings - contained in this catalog are effective August 17, 2015 and are subject to change at the discretion of the College without notice, obligation or liability. Any changes may also be applied to currently matriculated students. Updates, notifications, and changes are available at the College website, [www.methodistcollege.edu](http://www.methodistcollege.edu).

Students are expected to be familiar with the information presented in this Catalog, in any supplements and addenda to the Catalog, and with all institution policies.
Officers of Administration

Dennis Joslin, PhD, RN
President

Deborah Carlson, PhD
Executive Vice President
Chief Operating Officer

Brian Sajko, PhD
Vice President of Enrollment Management & Student Success

Jody Woodworth, PhD
Vice President for Academic Affairs

Administrative Personnel

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Dean of Students

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Dean, Nursing

Stephanie LaPuma, MA, MBA
Associate Dean, Health Professions

Dean Manternach, PhD
Dean, Arts & Sciences
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Phlebotomy Technician Program Coordinator

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Director, Master of Science in Nursing Program

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Director, Medical Assistant

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Director, Surgical Technology

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Director, Healthcare Business

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Director, Respiratory Care

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Director, Undergraduate Nursing

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Director, Occupational Therapy

Alice Kindschuh, DNP, RN, APRN-CNS, CNE  
Director, Doctor of Nursing Practice

Kara Meisinger, MPH, MCHES, Intrinsic Coach©  
Director, Health Promotion Management

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Director, Cardiovascular Sonography

Jillian Sisson, MSN, RN  
Director of Professional Education

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Director, Radiologic Technology

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Director, Physical Therapist Assistant

Susan Ward, PhD, RN  
Director of Special Programs

Phyllis Zimmermann, MSN, RN  
Director of Continuing Education
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Director, Enrollment Services

Pam Edgerton, BS
Facilities Manager

Lisa Nasser, JD
Executive Director of Operations

Lindsay Hanzlik, JD
Director, Education Compliance

Beverly Sedlacek, MA
Director, John Moritz Library

Angela Heesacker Smith, MS
Director, Alumni Engagement

Matt Stockfeld
Director, Educational Technology

Penny James, MA
Director, Financial Aid Office

Melinda Stoner, BS
Director, Student Records and Registration
Board of Directors

Each of the board members brings a unique background of professional, community, and personal experience to help direct and advise Nebraska Methodist College.

Adrian Breen  
President and CEO  
American National Bank  
Omaha, Nebraska

Bob Herrera, Chairperson  
Sr. Business Systems Consultant  
Mutual of Omaha  
Omaha, Nebraska

Loretta Carroll  
President, CEO  
Carroll Communications  
Omaha, Nebraska

Bishop Scott Jones  
United Methodist Church Conference  
Wichita, Kansas

Michael Chase, Legal Counsel  
Baird Holm  
Attorney at Law  
Omaha, Nebraska

Stephanie Koraleski  
A Time to Heal  
Omaha, Nebraska

Kate Dodge  
NEI Global Relocation  
Omaha, Nebraska

Denise Lienemann Scholz  
Harold K. Scholz Co  
Office Manager  
Ralston, Nebraska

Tate Fitzgerald  
Mutual of Omaha Bank  
Omaha, Nebraska

Blane McCann  
Superintendent  
Westside Community Schools  
Omaha, Nebraska

Reverend Dan Flanagan  
Omaha District Superintendent  
United Methodist Church NE Conference  
Omaha, Nebraska

Kerri Petersen  
The Sherwood Foundation  
Omaha, Nebraska

Ruth Freed, Ph.D., RN  
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Nebraska Methodist Health System  
Omaha, Nebraska

Rebecca Reilly, M.D.  
Medical Director  
Nebraska Methodist Hospital  
Omaha, Nebraska

Alan Gard  
Coventry Health Care  
Omaha, Nebraska

Katie Sanders  
Senior Manager  
Data Center Operations  
Union Pacific Railroad  
Omaha, Nebraska

Richard Hahn  
Omaha, Nebraska

Andrea Skolkin  
CEO  
One World Community Health Centers, Inc.  
Omaha, Nebraska

Nick Henderson  
President  
TitleCore  
Omaha, Nebraska

Lianne Stevens  
Project Manager/Security Officer  
NeHII  
Omaha, Nebraska
About the College

FACTS AT A GLANCE

About NMC

- Founded in 1891
- Affiliation of the Nebraska Methodist Health System, one of the largest health systems in Nebraska
- Student population of over 1,000
- Accredited, private not-for-profit nursing and healthcare college offering certificate, undergraduate and graduate degrees to prepare students to be successful for a changing future
- Affiliated with the United Methodist Church

Student Success Outcomes

- 93% freshman retention success through a 'First Year Experience' semester-long transitional program
- One of top two institutions noted for highest graduation rates among all public and private, four-year colleges in Nebraska (4 and 6-year graduation rates)
- $2.8 million in scholarships and grants awarded to students annually
- 2.0% student loan default rate
- 98% job placement for students within 6 months of graduation
- 83%-96% NCLEX (nursing licensing exam) average pass rates for BSN graduates for the past four years
- 90% or higher certification pass rates for students graduating from allied health programs
- 9,000 annual enrollments for continuing education for healthcare professionals
- 11 student organizations for students to meet new people, improve personal and professional skills, network with local and national professionals, and develop leadership skills
- In compliance with the Higher Education Act of 1965, as amended, Nebraska Methodist College is pleased to report a 4-year graduation rate for bachelor's degree programs of 68% in 2013-2014.

Academics

- 90% of instructors have advanced or terminal degrees and certifications within their field of expertise
- Practical-based healthcare curriculum with liberal arts-based foundation to provide more well-rounded experience and world view as educated citizens
- 22 certificate and degree programs offered on campus and online in nursing, allied health and health professions
- 10 fully equipped, state-of-the-art laboratories for nursing and allied health programs enabling students to practice skills and establish patient care competencies
- Study abroad trips for students to experience other cultures
- Community and service learning opportunities for students to provide basic health care and health care education to underserved populations
- Voting member in Council of Independent Colleges

Student Support

- Student services office with programs and staff to assist students in defining, clarifying, and achieving educational and personal goals
- Academic advisors provide personalized attention to help guide each student in their course of study
- Campus health services with nurse practitioner on staff to ensure future health care professionals receive quality primary and preventive health care
- Full-time counselor to support students with test anxiety, stress management, time management, adjusting to college life, and other personal issues
- Campus ministry to sponsor and support spiritual development
- Full time staff available for one-on-one assistance in academic skill development, including study skills, test taking, time management and learning styles
- Supplemental Instruction program offered for selected courses during each semester
- Tutoring services provided by selected peer undergraduate students in most subject areas with access to tutoring information on MyMethodist
- Tutoring services offered online in writing and other subject areas from NetTutor via MyMethodist.
- Campus activities planned throughout the year according to student interests, including sports, social and educational events

**MISSION & VALUES**

**Our Mission Statement**
As a health professions institution, we provide educational experiences for the development of individuals in order that they may positively influence the health and well-being of the community.

**Our Core Values**

**Caring**
We are concerned for the well-being of all people and demonstrate this concern through kindness, compassion and service.

**Excellence**
We expect the best from everyone and hold ourselves to the highest ideals of personal, professional and organizational performance.

**Holism**
We recognize and honor the interrelatedness of all things and all people, and are committed to the development of the whole person.

**Learning**
We embrace the experiential process by which knowledge, insight, understanding and ultimately wisdom are created for ourselves and those we serve.

**Respect**
We recognize and uphold the dignity and self-worth of every human being, and promote honest and forthright interpersonal communication and behaviors.

**AFFILIATION**

Nebraska Methodist College is a multi-purpose health profession college, recognized by the University Senate of the General Board of Higher Education and Ministry of the United Methodist Church. As such, it also maintains a historic and supportive relationship with the Great Plains Conference of the United Methodist Church.

**ACCREDITATION**

Nebraska Methodist College is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

**The Higher Learning Commission**
30 North LaSalle St. Suite 2400
Chicago, IL 60602
(800) 621-7440
(312) 263-0456

**Nursing**
The State of Nebraska Board of Nursing has approved the BSN program for the preparation of students to become registered nurses. Graduates are eligible to take the National Council of State Boards Licensure Examinations (NCLEX-RN). Both the BSN and MSN programs are accredited by: Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, DC, 20036-1120. The Doctor of Nursing Practice Program is scheduled for initial accreditation visit from CCNE in Fall 2015.
The Physical Therapist Assistant Program at Nebraska Methodist College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) 1111 North Fairfax Street, Alexandria, VA 22314. Phone: 703-706-3245.

The Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.caahep.org

The Respiratory Care Program, associate degree, is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, TX 76021. Phone: 817-283-2835.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 1361 Park Street, Clearwater, FL, 33756; phone: 727-210-2350; email mail@caahep.org; website: http://www.caahep.org upon the recommendation of the Accreditation Review Committee on Education in Surgical Technology (ARC ST/SA.)

The Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography.

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182. Phone: 312-704-5300.

**PROGRAMS OFFERED**

Nebraska Methodist College grants the following certificates, degrees, and minors:

Certificate
- Medical Assistant

Undergraduate Certificate
- Computed Tomography
- Magnetic Resonance Imaging

Minor
- Healthcare Sign Language
- Healthcare Spanish

Associate of Science Degree
- Diagnostic Medical Sonography
  - Cardiovascular Emphasis
  - Multispecialty Emphasis
- Health Studies
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Care
- Surgical Technology

Bachelor of Science Degree
- Health Studies
- Healthcare Administration
- Imaging Sciences
- Respiratory Care
- Women’s Medical Imaging
Bachelor of Science in Nursing Degree
- LPN-BSN
- Nursing (Accelerated)
- Nursing (Traditional)
- RN-BSN

Graduate Certificate
- Wellness & Health Promotion

Master of Science Degree
- Academic Program Administration & Leadership
- Health Promotion Management
- Healthcare Operations Management

Master of Science in Nursing Degree
- Nurse Educator
- Nurse Executive
- RN-MSN Nurse Educator
- RN-MSN Nurse Executive

Post-Master’s Certificate
- Healthcare Operations Management
- Nurse Educator
- Nurse Executive

Doctor of Nursing Practice
- Advanced Nursing Practice (APRN-DNP)
- Family Nurse Practitioner (BSN-DNP)

THE HISTORY OF NEBRASKA METHODIST COLLEGE

Nebraska Methodist College is the only nursing and allied health college in Omaha that has operated continuously since its founding. In 1891, the mission of the deaconesses who began a training school for six young women was simple: Provide care and comfort to the patients. As the College is into its second century of operations, the mission is much the same as it was for that small band of women who in 1893 became the hospital’s first graduating class of nurses. The next century established NMC as the Midwest’s leader in teaching the meaning of care.

The early 1980s saw a dramatic rise in four-year baccalaureate programs in nursing. In June 1985, the Board of Trustees approved changing the existing School of Nursing to a degree granting institution named Nebraska Methodist College of Nursing and Allied Health with the authority to develop degree programs in the allied health professions. The College was fully accredited by the Higher Learning Commission in 1987 and the first baccalaureate degrees were awarded in the spring of 1989. NMC began its first online programs in 1996.

In September 2005, the Josie Harper Campus of Nebraska Methodist College was opened, marking a major milestone in the history and development of Nebraska Methodist College with the Riley-Leinart Center serving as an office building for faculty, staff and administrative personnel with some classrooms and laboratory space.

The Clark Center opened in January 2006 and houses classrooms, laboratories, common areas, a café and food service, a bookstore, library, computer labs, student health center, fitness center, and the student engagement center. Opened in August 2007, students were able to enjoy the convenience of on-campus living at Josie’s Village student apartments (including graduate and family housing) along with a pool and other amenities. 2010 saw the dedication of the Jean Schmidt Beyer Alumni Center and in the fall of 2014, NMC
passed the 1,000 student enrollment threshold. In order to better serve and manage enrollment growth—both online and on campus, further campus facilities expansion continues.

Josie Harper (1925-1999)
The Josie Harper Campus pays tribute to the late wife of Charles M. "Mike" Harper, former chairman and CEO of ConAgra Foods. Josie was a beloved wife, mother and grandmother who was passionate about her family, education and health care. Josie earned a nursing degree and used her skills to care for her family.

A gift from the Harper Family Foundation helped create the Josie Harper Campus and Josie's Village at Nebraska Methodist College.

Alva H. Clark (1915-2007)
Dr. Clark devoted his life to serving others. He was ordained as a minister in 1935 at the age of 20, and served as pastor to three Nebraska communities before settling in Omaha at St. Paul Methodist Church in 1953.

A generous gift from an anonymous donor resulted in the Alva H. Clark, Th.D. Education Center at Nebraska Methodist College-The Josie Harper Campus. This special gift honors Dr. Clark's years of service and commitment to education, philanthropy and Nebraska Methodist College.

Grace Riley Leinart (1926-2012)
Earl Leinart
Grace and Earl served as the Honorary Co-Chairs of the Nebraska Methodist College Capital Campaign, *Investing in the Heart of Healthcare*. During her life, Grace was passionate about providing education, and established scholarships for students living in Omaha.

Earl retired from Phillips Petroleum after 34 years of service. He also served on many boards and was actively involved with the AKSARBEN Buyers Club and the Salvation Army.

Their leadership, generosity and compassion, resulted in the Grace Riley Leinart and Earl Leinart Education Center at Nebraska Methodist College-The Josie Harper Campus.
General Admission Information

Your first step toward earning a Nebraska Methodist College degree or certificate is gaining admission to the College. Application requirements and prerequisites vary by program and depend on if you are a high school student, transfer student, graduate student, returning student, international student or military personnel.

The admission process to Nebraska Methodist College seeks to select students who exhibit the potential to achieve academic and professional success. Since NMC sees applicants as holistic, integrated beings, the application for admission seeks to learn multiple perspectives on each student’s life strengths, potential barriers and motivation to learn.

All students seeking admission must complete the application for admission and other requested documents before an admission decision can be determined. Admissions decisions are made by a committee based on evaluation of all components of the application being submitted and meeting required deadlines as applicable. Students completing this process will be notified of admissions decisions by mail. All materials become the property of the College and are not copied or returned. The College retains the right to request further information, if deemed important, to fully consider a student’s application. Admission may be invalidated if granted on the basis of erroneous information submitted or if facts required in the application process are intentionally concealed or omitted. The Admissions Office receives and processes applications, transcripts and other supporting documentation for all certificate and degree programs. Correspondence concerning admission and requests for information may be directed to:

Nebraska Methodist College, The Josie Harper Campus
Admissions Office
720 North 87th Street
Omaha, NE, 68114
(402) 354-7200 or (800) 335-5510
www.methodistcollege.edu
admissions@methodistcollege.edu

UNDERGRADUATE DEGREE APPLICATION PROCESSES

Undergraduate Admission Criteria

Admission to a degree program at NMC is a selective process. All aspects of a student’s record are evaluated in making an admission decision, with an emphasis placed on a student’s academic success and potential. All components of the application must be submitted before an application will be reviewed. Official transcripts must contain evidence of good standing from the last school attended. Final selection of applicants to be admitted shall be made by the College, which reserves the right to deny admission to any applicant for any lawful reason. NMC does not obligate itself to admit all students who meet the minimum admission criteria. Qualified students are admitted in compliance with federal and state non-discrimination laws. In compliance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, NMC endeavors to provide qualified students equal access to the College’s educational opportunities, facilities, programs and activities.

Applicants are evaluated on the basis of the following criteria:

- High school record (minimum unweighted cumulative GPA of 2.5)
- ACT/SAT exam scores (ACT Composite of 20 or higher or SAT combined score of 950 or higher)
- College record (evidence of good standing from most current school)
- Written statement
- Success in prior Math and Science courses
- Program technical standards
- Shadowing experience as recommended by program

Refer to the College website for the most current program requirements and recommendations.
Application Process
To be considered for admission to an undergraduate degree program, an applicant must provide and complete all of the following items:

• NMC application.
• $25 non-refundable application fee.
• Written statement.
• An official high school transcript.
• If appropriate, official GED test scores.
• ACT/SAT exam scores required for all applicants within two years of high school graduation.
• Official transcripts from all colleges attended.
• Program/Career Awareness Questionnaire.

Homeschooled Applicants

• Completion of application items listed above.
• Home school educational transcript.
• ACT/SAT exam scores are required for all applicants within two years of home school completion.
• Exempt status notice (copy of letter signed by the Commissioner of Education “acknowledging” choice to receive exempt status).
• Students with home school completion of more than two years and no results of ACT or SAT are required to show success in a minimum of 12 college credit hours.

Cardiovascular Sonography, AS Admission Process

Applicants are evaluated based on Undergraduate Admission Criteria and follow the admissions process and the following:

Minimum cumulative GPA of 2.75

Completion of all of the following general education prerequisite courses:

• College Algebra (3)
• Physics (3)
• English Composition (3)
• Introduction to Psychology or Lifespan Psychology (3)
• Medical Terminology (1)
• Human Anatomy & Physiology I with Lab (4)
• Human Anatomy & Physiology II with Lab (4)

Multispecialty Sonography, AS Admission Process

Applicants are evaluated based on Undergraduate Admission Criteria and follow the admissions process and the following:

Minimum cumulative GPA of 2.75

Completion of all of the following general education prerequisite courses:

• College Algebra (3)
• Physics (3)
• English Composition (3)
• Introduction to Psychology or Lifespan Psychology (3)
• Medical Terminology (1)
• Human Anatomy & Physiology I with Lab (4)
• Human Anatomy & Physiology II with Lab (4)
Accelerated Community-Based Education Nursing Program (ACE) Admission Process

Applicants are evaluated based on Undergraduate Admission Criteria and follow the admissions process and the following:

- Associate or Bachelor degree with a minimum cumulative GPA of 2.75 from a regionally accredited institution.

Before enrolling in the ACE program, students must have completed the following courses, totaling 49-52 credit hours. These courses may be completed at NMC prior to matriculation or transferred from regionally accredited institutions.

- English Composition
- Critical Reasoning & Rhetoric
- Introduction to Ethics
- World of Ideas: Historical Perspectives
- World of Ideas: Elective
- World of Ideas: Elective
- College Chemistry with Lab
- Medical Terminology
- Human Anatomy & Physiology I with Lab
- Human Anatomy & Physiology II with Lab
- Principles & Concepts of Nutrition
- Microbiology
- Introduction to Psychology
- Lifespan Psychology
- The Sociology of Culture
- Introduction to Statistics
- Principles of Research

When to Apply

Application for admission should be made several months in advance of an applicant’s intended enrollment date. Application deadlines vary by program and are listed online at www.methodistcollege.edu under the academic programs pages.

Certificate Admission Processes

Medical Assistant Certificate

Admission Criteria

- A minimum cumulative GPA of 2.0 is preferred. Students with higher cumulative GPA’s will be more competitive.
- High school diploma or equivalent.
- Demonstration of success in science and math courses (from either high school or college).
- Demonstration of good physical health.
- Demonstrate good written and verbal communication skills.

Application Process

To be considered for admission to a certificate program, an applicant must provide and complete all of the following items:

- NMC application.
- $25 non-refundable application fee.
- Written statement.
- Official high school diploma or GED equivalent.
- Official college transcripts from all colleges attended.
- Program/Career Awareness Questionnaire.

Phlebotomy Certificate

Admission Criteria
A minimum cumulative GPA of 2.0 is preferred. Students with higher cumulative GPA’s will be more competitive.
- High school diploma or equivalent.
- Demonstration of success in science and math courses (from either high school or college).
- Demonstration of good physical health.
- Demonstrate good written and verbal communication skills.

**Application Process**

To be considered for admission to a certificate program, an applicant must provide and complete all of the following items:

- NMC application.
- $25 non-refundable application fee.
- Written statement.
- Official high school diploma or GED equivalent.
- Official college transcripts from all colleges attended.
- Program/Career Awareness Questionnaire.

**LPN Advanced Placement and RN to BSN Admission Processes**

Applicants are evaluated based on Undergraduate Admission Criteria and follow the admissions process and the following:

**Licensed Practical Nurse (LPN TO BSN)**
- Proof of unencumbered LPN licensure.
- Graduation from a state-approved diploma program and professionally accredited by ACEN, CCNE or NLNAC.

**Registered Nurse (RN-BSN)**
- Proof of unencumbered RN licensure.
- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- Resume.

**International Student Applicants**

International student applicants should complete their application several months in advance of the desired date of enrollment to allow sufficient time for review of application materials. International applicants also have the responsibility before entering the United States to attend a Student and Exchange Visitor Information System (SEVIS) certified school. NMC does not issue I-20 student visas for online programs. Other criteria include:

- Completion of high school (secondary school) education equivalent to a U.S. high school diploma.
- Cumulative 2.5 grade point average (GPA) required for secondary school education and/or all post-secondary (university) coursework completed. Please note: some programs require a higher minimum GPA.
- Required pre-requisite courses include: four years of English, two years of mathematics (including algebra), two years of natural science (including biology and chemistry) and two years of social science. Successful completion of college courses of a “C-” or higher may be accepted.
- Proof of financial resources to completely cover the cost of attendance at NMC. The I-134, Affidavit of Support form must be submitted to the Admissions Office before an I-20 can be issued. The Affidavit of Support is available at: [http://www.uscis.gov/portal/site/uscis](http://www.uscis.gov/portal/site/uscis).
- Meet minimum English Proficiency requirements. (see below)

**English Proficiency – Minimum Criteria:**
The English Proficiency requirement applies to all individuals with educational records from outside of the United States and/or whose first language is not English, regardless of U.S. citizenship status or time spent in the United States. An official TOEFL® Test (Test of English as a Foreign Language) is required. Information about TOEFL® may be obtained from: TOEFL® Services Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, USA or at www.ets.org.

TOEFL® Score Requirements – Scores are only valid from two years of the test date:
- TOEFL iBT – minimum of 80 total score and 26 in speaking
- TOEFL PBT – minimum of 550 total score and a score of 5.0 on the TWE® (Test of Written English)

Students completing the TOEFL PBT must also complete the Test of Spoken English™ (TSE®) and received a score of 50 or higher.

Higher TOEFL® scores are required for applicants to the Accelerated – ACE Nursing Program.

TOEFL® Score Requirements – Scores are only valid from two years of the test date:
- TOEFL iBT – minimum of 100 total score and 26 in speaking
- TOEFL PBT – minimum of 600 total score and a score of 5.0 on the TWE® (Test of Written English)

Students completing the TOEFL PBT must also complete the Test of Spoken English™ (TSE®) and received a score of 50 or higher.

Note: The TOEFL CBT is no longer offered.

International RNs Seeking BSN Completion – Additional Criteria:
- An international RN may be eligible for the NMC RN-BSN program, if he/she can prove NCLEX-RN successful completion. Nebraska licensure may be awarded based on successful completion of the Commission on Graduates of Foreign Nursing School exam (CGFNS) or the NCLEX-RN exam.
- An international RN who does not seek Nebraska licensure will be evaluated as a nursing transfer student. Students will be asked to provide course syllabi to facilitate an evaluation by the Nursing Department.

Students may be eligible for advanced placement depending upon the outcome of the evaluation.

Additional International Student Responsibilities (Not Criteria for Admission):
Student must assume responsibility for arrangements, through official channels, for entrance into the United States and provide proof of personal insurance coverage under a health and accident insurance policy.

PERMANENT RESIDENT OR NATURALIZED U.S. CITIZEN APPLICANTS

In addition to satisfying the Undergraduate admission criteria the following is required:
- Proof of permanent residency status or U.S. Citizenship
- U.S. high school diploma or equivalent
- Evaluation of educational credentials (see below)
- Meet minimum English Proficiency requirements (see below)

Evaluation of Educational Credentials

English Proficiency – Minimum Criteria:
The English Proficiency requirement applies to all individuals with educational records from outside of the United States and/or whose first language is not English, regardless of U.S. citizenship status or time spent in the United States. An official TOEFL® Test (Test of English as a Foreign Language) is required. Information about TOEFL® may be obtained from: TOEFL® Services Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, USA or at www.ets.org.
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Students completing the TOEFL PBT must also complete the Test of Spoken English™ (TSE®) and received a score of 50 or higher.

Note: The TOEFL CBT is no longer offered.

**GRADUATE ADMISSION PROCESSES**

Admission to a graduate program at NMC is a selective process. All aspects of a student’s record are evaluated in making an admission decision, with an emphasis placed on a student’s academic success and potential. All components of the application must be submitted before an application will be reviewed. Official transcripts must contain evidence of good standing from the last school attended. There is no requirement to have a GRE or other standardized exam for admission to the Graduate Programs. Final selection of applicants to be admitted shall be made by the College, which reserves the right to deny admission to any applicant for any lawful reason. NMC does not obligate itself to admit all students who meet the minimum admission criteria. Qualified students are admitted in compliance with federal and state non-discrimination laws. In compliance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, NMC endeavors to provide qualified students equal access to the College’s educational opportunities, facilities, programs and activities.

**Health Professions (non-nursing)**

**Admission Criteria**
- Bachelor’s degree or higher from a regionally-accredited institution with a cumulative grade point average of 2.5 or above.

**Application Process**
- NMC Application.
- Written statement.
- Resume.
- Official transcripts from graduating institutions. (Unofficial transcripts or copies are acceptable through the admissions process; official transcripts are required at the time of enrollment.)
- Professional consultation with an admissions representative.

**Post-Master’s Certificate – Healthcare Operations Management**

**Admission Criteria**
- Bachelor’s degree from a regionally-accredited institution with a cumulative grade point average of 2.5 or above.
- Master’s degree from a regionally-accredited institution

**Application Process**
- NMC Application.
- Written statement.
- Resume.
- Official college transcripts from graduating institutions. (Unofficial transcripts or copies are acceptable through the admissions process; official transcripts are required at the time of enrollment.)
- Professional consultation with an admissions representative.
Master of Science in Nursing

Admission Criteria

Option 1 - BSN prepared applicants
- Bachelor of Science in Nursing (BSN) from a state approved program of nursing and professionally accredited by ACEN, CCNE or NLNAC.
- Current unencumbered licensure as a Registered Nurse.
- A cumulative GPA of 3.0 or above for admission consideration.
- GPA below 3.0 will be considered on an individual basis.

Option 2 – RN to MSN
- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- Current unencumbered licensure as a Registered Nurse.
- A cumulative GPA of 3.0 or above for admission consideration.
- A GPA below 3.0 will be considered on an individual basis.

Application Process
- NMC Application.
- Written statement.
- Resume.
- Official college transcripts from graduating institutions.
- Current unencumbered licensure as a Registered Nurse.
- Professional consultation with an admissions representative.

Post-Master’s Certificate – Nurse Educator/ Nurse Executive

Admission Criteria
- Master of Science degree in Nursing (MSN) from a state approved program of nursing and professionally accredited by ACEN, CCNE or NLNAC.
- Applicants who have a master’s degree (MA or MS) in other health care fields will be considered on an individual basis.
- Cumulative GPA of 3.0 or higher.

Application Process
- NMC Application.
- Written statement.
- Resume.
- Official college transcripts from master’s degree.
- Copy of unencumbered licensure as a Registered Nurse (if applicable).
- Professional consultation with an admissions representative.

Doctor of Nursing Practice: BSN-DNP

Admission Criteria
- Minimum of a Baccalaureate in nursing from a program accredited by the Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or the NLNAC.
- A grade point average (GPA) of 3.0 or above on a 4.0 scale in last nursing program.
- Undergraduate completion of the following courses: statistics, health assessment, research, anatomy & physiology, pharmacology, microbiology, chemistry, community nursing, and pathophysiology.
- Current unencumbered licensure as a Registered Nurse.

Application Process
- NMC Application.
- Personal statement submission. The personal statement is a 3-4 page essay describing your professional goals and how participation in the DNP program will assist in meeting these goals. Each question response should be approximately 250-400 words using APA format and citations where applicable. Your personal statement should answer the following questions:
Describe your role aspirations and what you expect to derive from your doctoral studies at Nebraska Methodist College.

What impact will the Doctor of Nursing Practice have on the delivery and scope of healthcare in your community and in the United States?

Three professional letters of recommendation. Recommendation letters should be from master’s or doctoral prepared nurses or faculty members who can address the candidate’s potential ability to practice in the advanced practice role and provides support for success in the DNP program.

Interview with two NMC nursing faculty members using a standardized interview process and scoring method.

Submission of unencumbered Registered Nurse license and any certifications. Practice as an RN is encouraged but not required.

Doctor of Nursing Practice: APRN-DNP

Admission Criteria

- Minimum of a master’s degree in nursing (MSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or the NLN Commission for Nursing Education Accreditation (CNEA).
- Current certification or eligibility for certification as an Advanced Practice Registered Nurse (APRN). This may include Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist or Certified Midwife.
- A grade point average (GPA) greater than or equal to 3.0 on a 4.0 scale in MSN program.
- Completion of the following graduate level coursework:
  - Research
  - Nursing theory
  - Role of the Advanced Practice Nurse
  - Advanced pharmacology
  - Advanced pathophysiology
  - Advanced health assessment
- Current unencumbered licensure as a Registered Nurse at the time of application. Practice as an APRN is encouraged but not required.

Application Process

- NMC Application.
- Personal statement submission. The personal statement is a 3-4 page essay describing your professional goals and how participation in the DNP program will assist in meeting these goals. Each question response should be approximately 250-400 words using APA format and citations where applicable. Your personal statement should address the following questions:
  - Describe your role aspirations and what you expect to derive from your doctoral studies at Nebraska Methodist College.
  - What impact will the Doctor of Nursing Practice have on the delivery and scope of healthcare in your community and in the United States?
- Three professional letters of recommendation. Recommendation letters should be from master’s or doctoral prepared nurses or faculty members who can address the candidate’s potential ability to practice in the advanced practice role and provides support for success in the DNP program.
- Interview with two NMC nursing faculty members using a standardized interview process and scoring method.
- Submission of unencumbered Registered Nurse license and any certifications. Practice as an APRN is encouraged but not required.

OTHER ADMISSIONS- RELATED INFORMATION

Application/Enrollment Fees

Applicants pay a non-refundable application fee. Applicants who are granted admission pay an enrollment fee that is applied to the tuition for the first semester at the College. This fee will not be refunded to students who withdraw prior to the start of the semester. The enrollment fee is encouraged within thirty (30) days of admission.

Background Investigation and Drug Screening

Clinical facilities require that Nebraska Methodist College perform drug screenings and background investigations on all students before they are permitted to participate in clinical experiences. Therefore, NMC requires any and all students to successfully complete a drug screening and background investigation prior to being permitted to participate in a clinical experience. Further information about the requirements can be found online and at new student orientation. Students enrolled in exclusively online undergraduate and graduate programs are required to submit to background investigations, and may be required to submit to drug screenings depending on the requirements of their respective clinical sites.
Persons who have criminal records, substance abuse problems or health problems that could interfere with safe clinical practice in their chosen discipline may be ineligible for student clinical practice, licensure and/or professional certification, or employment. However, students with a history of these difficulties are not necessarily precluded from a career in health care, and will therefore be carefully considered for continued enrollment on a case-by-case basis. The College always keeps the interest of the student as a top priority, and reserves the right to dismiss any student that the College feels will not be able to secure a career in their chosen profession as a result of a history of past legal or behavioral difficulties.

For specific policy and procedures, refer to the Background Investigation Policy and the Drug Screening Policy in the Academic Policies section of the Catalog.

Matriculation Date

The matriculation date is the desired initial enrollment date. Students indicate on the application their intended start date. If a student wishes to defer the matriculation date, a written request for a change of admission must be submitted to the Admissions Office. Due to the competitiveness of some programs, a change of admission may be denied and a student may be required to re-apply.

Confidentiality of Application Records

Under the Family Educational Rights and Privacy Act (FERPA) of 1974, any individual who is or has been in attendance at NMC is considered a “student.” In harmony with FERPA regulations, an individual applying to NMC is not considered a “student” unless and until they are admitted and in attendance. Once an individual is admitted and begins attending NMC, thereby becoming a “student”, NMC will treat any application records as confidential to the extent permitted by FERPA. NMC considers an admitted student to be attendance when they attend their first day of classes.

Immunizations

If applicable, students must show proof of required immunizations and complete a pre-entrance health assessment. Please refer to student health requirements on the NMC website.

Non-Degree Seeking Admission and Enrollment

Students may enroll at Nebraska Methodist College for purposes of personal enrichment, professional growth or transfer to another institution. Students are required to complete the Non-Degree Application and submit appropriate application and enrollment fees. Non-degree seeking students may enroll in a course on a space-available basis. Permission of the administrator directly responsible for the course is required. The registration process and payment of fees are completed prior to enrollment in a course as a non-degree seeking student. Non-degree seeking students are not eligible for financial aid. A student wishing to transfer to degree-seeking status must submit a formal application to the College. An application to a degree program may be submitted at any time, but must meet application deadlines. Up to nine (9) semester credits earned as a non-degree seeking student may be applied toward a degree. The Admissions Office can provide details regarding moving to degree-seeking status. Students approved to take a clinical course as a non-degree seeking student for credit/audit will be required to satisfy clinical agency requirements, including but not limited to background investigation, drug screen, and proof of immunization, and may be subject to additional student fees.

Re-Admission of Former Students

A student who withdraws from the College and returns within one year must have a Student Status Change form requesting a leave of absence on file with the Office of the Registrar. If the leave of absence form was not submitted, or if the student has not been in attendance longer than one year, the student must reapply to the College. A student will be subject to the policies and curriculum in effect at the time of readmission. For more information, refer to the Leave of Absence or Withdrawal information located in the academic portion of this catalog.

Re-Admission of Service Members Policy
A student who is called to active duty in the United States Armed Forces (including the National Guard or Reserve) for a period of more than 30 days is entitled to reenroll at Nebraska Methodist College, providing the following conditions are met:

1. The student gives advance notice (written or verbal) of the call to active duty or, upon seeking readmission, submits written verification that such service was performed, necessitating their absence. Both the advance notice of the call to active duty and verification of service performed should be submitted to the NMC Director of Registration and Records;
2. The cumulative length of the student’s absence from NMC because of active duty service does not exceed five years;
3. The student submits a notification of intent to reenroll within three years after the completion of service or within two years after recovery from an illness or injury incurred during the service; and
4. The separation from service was not a dishonorable or bad conduct discharge.

Institutional determination of a student’s preparedness to be readmitted with the same academic status will be made on a case-by-case basis. Should Nebraska Methodist College determine that the student is not prepared to be readmitted with the same academic status, the College will make reasonable efforts, at no cost to the student, to help the student become prepared (e.g., refresher courses).

During the first academic year, the student will be assessed the same tuition and fee charges that were in effect during the academic year he/she left Nebraska Methodist College. Veteran or other service member education benefits may be considered as well.

Retention of Records
In compliance with federal regulations the following retention of records is required.

- One year for received application materials.
- Three years for students who apply for admission and do not matriculate.

Request to Waive Admission Application Fee
The College will waive the $25 admission application fee for individuals who are supported by or participating in an agency or program that seeks to guide first-generation, prospective students to post-secondary education. An applicant must provide written requests from the agency/program to validate their eligibility and participation for support and services.

TRANSFER OF CREDIT

Please see the Credit for Prior Learning policy located under the Academic Policies section of the College Catalog.
Financial Information

Financial Obligation Policy

It is the responsibility of each student to satisfy all financial obligations to the College before course enrollment can be completed, prior to release of records, upon application for a degree, or before receipt of degree. The College may change any fees and charges at any time. A current listing of all tuition, fees and other expenses is available on the College’s website. At the end of the semester, student accounts with an outstanding balance will be referred to a collection agency for pursuit and potential litigation. All fees associated with collection agency placement will be added to the outstanding balance and is the responsibility of the student.

Your bill includes costs for tuition, student housing, testing fees and other mandatory fees. Acceptable arrangements for payment of tuition must be made no later than the Friday before the first week of each start of each semester. Securing adequate financial aid is considered payment on a student account. In cases where financial aid is not sufficient to cover the total due, full payment or arrangements for a payment must be made prior to the start of classes. Students not satisfying financial requirements will be administratively withdrawn from classes. Payment can be made online through your MyMethodist account. Log in to your account, and click on the Business Office tab.

Graduating Students

Graduating students should contact the NMC Business Office at least ten (10) business days prior to graduation. Students who do not satisfy both NMC and federal requirements concerning their accounts during the exit process will have their transcripts and diplomas or certificates held until the required arrangements have been made.

Tuition, Fees, Deposits and Refunds

The actual fees for subsequent academic years will be available from the Business Office after April 1 of the given year.

Tuition

Undergraduate Programs Tuition

<table>
<thead>
<tr>
<th>Traditional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$552</td>
</tr>
<tr>
<td>Audit</td>
<td>25 percent of tuition rate</td>
</tr>
<tr>
<td>Credit for Prior Learning</td>
<td>25 percent of tuition rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$599</td>
</tr>
<tr>
<td>Audit</td>
<td>25 percent of tuition rate</td>
</tr>
<tr>
<td>Credit for Prior Learning</td>
<td>25 percent of tuition rate</td>
</tr>
</tbody>
</table>

Accelerated Nursing Program (ACE)

<table>
<thead>
<tr>
<th>Traditional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$552</td>
</tr>
</tbody>
</table>

Graduate Programs Tuition

<table>
<thead>
<tr>
<th>Traditional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$698</td>
</tr>
</tbody>
</table>
Credit for Prior Learning 25 percent of tuition rate

Post-Master’s Certificate Programs

Tuition per credit hour $698
Credit for Prior Learning 25 percent of tuition rate

Doctor of Nursing Practice Program

Tuition per credit hour $770

Certificate Programs

Medical Assistant

Tuition, fees, books, scrubs, CMA practice exam, and CMA certification exam $13,018

Other Fees and Deposits

Application Fee (all programs) $25
Enrollment Fee $60
Student Activity Fee (per semester, allocated to Student Government) $25
Photo ID Card $15
Replacement ID Card $10
Drug Screening (undergraduate program) $30
Background Investigation (undergraduate program) $60
Background Investigation (online nursing) $75
Laboratory Fee for .5 credit labs (SCI 103, SCI 110, SCI 280) $20
Laboratory Fee for 1 credit labs (SCI 200, SCI 225, SCI 226) $30
Student Health Fee:
  (undergraduate programs, fall and spring semester) $60
  (undergraduate programs, summer semester) $30
  (certificate programs, per term) $30
Student Health Insurance (fall semester) $755
Student Health Insurance (spring and summer semesters) $1020
Student Health Insurance (summer only) $438

Textbooks

Book costs differ depending on the selected program of study. Refer to the program for this information.

Costs Associated with Specific Programs

Doctor of Nursing Practice

- 25 -
<table>
<thead>
<tr>
<th>Service Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typhon Group Clinical Tracking (NRS 700)</td>
<td>$80</td>
</tr>
<tr>
<td>Shadow Health (NRS 712)</td>
<td>$89</td>
</tr>
<tr>
<td>Uniform/Supplies (estimated cost)</td>
<td>$200</td>
</tr>
<tr>
<td>Shadow Health (NRS 402)</td>
<td>$89</td>
</tr>
<tr>
<td>Nursing (BSN)</td>
<td></td>
</tr>
<tr>
<td>Uniforms/Supplies (estimated cost)</td>
<td>$400</td>
</tr>
<tr>
<td>Traditional ATI Testing Fee</td>
<td>$190/term for 6 terms</td>
</tr>
<tr>
<td>ACE Testing Fee</td>
<td>$225/term for 3 terms</td>
</tr>
<tr>
<td>TEAS Fee</td>
<td>$55</td>
</tr>
<tr>
<td>ACE TEAS + A &amp; P Test</td>
<td>$74</td>
</tr>
<tr>
<td>RN-BSN Shadow Health (NRS 402)</td>
<td>$89</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td></td>
</tr>
<tr>
<td>Watch/Stethoscope (estimated cost of supplies not included in package price)</td>
<td>$150</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td></td>
</tr>
<tr>
<td>Clinic Dress Code (polo shirts)</td>
<td>$60</td>
</tr>
<tr>
<td>Mock National PTA Certification Exam</td>
<td>$40</td>
</tr>
<tr>
<td>NPTE Board Prep Course</td>
<td>$100</td>
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<tr>
<td>Radiologic Technology</td>
<td></td>
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<tr>
<td>Uniforms/Supplies (estimated cost)</td>
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</tr>
<tr>
<td>Nebraska Society of Radiologic Technologist (N.S.R.T.)</td>
<td>$32</td>
</tr>
<tr>
<td>Professional 2-Year Student Membership</td>
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</tr>
<tr>
<td>Radiation Dosimetry Laboratory Fee (Total)</td>
<td>$50</td>
</tr>
<tr>
<td>Trajects (Clinical Records fee)</td>
<td>$150</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td></td>
</tr>
<tr>
<td>Respiratory Care Outcome Exams</td>
<td>$225</td>
</tr>
<tr>
<td>Uniforms/Supplies (estimated cost)</td>
<td>$200</td>
</tr>
<tr>
<td>Sonography</td>
<td></td>
</tr>
<tr>
<td>Uniforms</td>
<td>$150</td>
</tr>
<tr>
<td>Supplies</td>
<td>$100</td>
</tr>
<tr>
<td>Multispecialty Textbooks</td>
<td>$800</td>
</tr>
<tr>
<td>Cardiovascular Textbooks</td>
<td>$800</td>
</tr>
<tr>
<td>iPad</td>
<td>$400 (appx.)</td>
</tr>
</tbody>
</table>
ARDMS SPI Examination Fee $200
ARDMS Specialty examinations $250
TrajeSYS (Clinical Records fee) $150

**Surgical Technology**

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST Examination</td>
<td>$247</td>
</tr>
<tr>
<td>Mock CST Certification Exam</td>
<td>$40</td>
</tr>
<tr>
<td>Uniform/Supplies (estimated cost)</td>
<td>$150</td>
</tr>
</tbody>
</table>

**REFUNDS**

**Tuition Refunds**

**Procedure to Withdraw**

- Students dropping some or all of their courses at Nebraska Methodist College may be eligible to receive a refund of tuition and fees based on the schedule found at [http://www.methodistcollege.edu/admissions/tuition-and-fees/tuition-refund-policy](http://www.methodistcollege.edu/admissions/tuition-and-fees/tuition-refund-policy).
- To obtain a refund, students must complete a Drop/Add Form, available from the Registrar’s Office.
- A refund will not be given without a Drop/Add form on record.
- Refunds due to a student who completes a withdrawal of all courses and has federal financial aid will first be applied to NMC’s share of repayment of unearned federal aid (if any), then to the student’s share of repayment of unearned federal aid (if any), then to the student. (See Treatment of Aid When a Student Withdraws Policy.)

**Withdrawal/Leave of Absence**

Students withdrawing or taking a leave of absence must contact the College Financial Aid and Business Offices to make necessary financial arrangements. Students are responsible for all costs as determined by the refund policy. A week is defined as beginning on Monday and ending at the end of the day on Sunday. Students must complete and submit a Student Status Change Form.

**HOUSING COSTS AND DEPOSITS (2015-2016)**

**Josie’s Village**

**2015/2016 RATES (Rates begin August 2015)**

Includes utilities, cable and wireless internet service. Rates are per person:

**PACKAGE A – FULL ACADEMIC YEAR (FALL, SPRING & SUMMER SEMESTER) – 12 Months**

**Financial aid does not cover the charges for summer housing unless the student is given an award letter specific for summer enrollment.**

- Single Apartment (1 bedroom) $8,727 ($3,635 fall semester, $3,635 spring semester, $1,457 summer semester)
- Double Apartment $7,320 ($3,050 fall semester, $3,050 spring semester, $1,220 summer semester)
- Family Apartment (1 bedroom) $9,492 ($3,955 fall semester, $3,955 spring semester, $1,582 summer semester)
- Family Apartment (2 bedroom) $11,232 ($4,680 fall semester, $4,680 spring semester, $1,872 summer semester)

**PACKAGE B – FALL AND SPRING SEMESTER – 10 Months (excludes June and July)**
Single Apartment (1 bedroom) $7,580 ($3,790 fall semester, $3,790 spring semester)
Double Apartment $6,590 ($3,295 fall semester, $3,295 spring semester)
Family Apartment (1 bedroom) $8,360 ($4,180 fall semester, $4,180 spring semester)
Family Apartment (2 bedroom) $9,790 ($4,895 fall semester, $4,895 spring semester)

PACKAGE C – ACE PACKAGE (January 2016-March 2017)
*This package is available only to students in the Accelerated Nursing Program.
Single Apartment (1 bedroom) $10,181
Double Apartment $8,540
Family Apartment (1 bedroom) $11,074
Family Apartment (2 bedroom) $13,104

Rates are subject to change in future academic years. Not less than thirty (30) days written notice of any such change will be provided to Resident. Payment in full or satisfactory payment arrangements made through the NMC Business Office is required prior to check in.

Housing Contract Cancellation after Facility Open
Unless the Contract is cancelled prior to the established deadlines in the following chart, the Contract may not be terminated without approval from the Executive Director of Operations. In the event of termination of occupancy without College approval, the obligation to pay rent will continue for the length of the contract. If the Resident does not enroll in classes at Nebraska Methodist College, the contract will be cancelled, and the deposit will be forfeited after the following dates.

12-Month and 10-Month Housing Contracts
From date of Agreement through July 1 – Cancellation with no penalty; $100 refundable deposit is returned.
Between July 2 and August 15 – Student is assessed $250 cancellation fee; $100 refundable deposit is forfeited.
After August 15 – Student is assessed $500 cancellation fee; $100 refundable deposit is forfeited.

“ACE” Housing Contracts
From date of Agreement through December 1 – Cancellation with no penalty; $100 refundable deposit is returned.
Between December 2 and January 15 – Student is assessed $250 cancellation fee; $100 refundable deposit is forfeited.
After January 15 – Student is assessed $500 cancellation fee; $100 refundable deposit is forfeited.
Financial Aid

Nebraska Methodist College students receive over $13 million each year in student financial aid. Funding for this assistance comes from college, state, federal and private sources. In addition, some students apply for and receive scholarships awarded by outside agencies and organizations. The basic types of assistance include scholarships, grants, employment and loans. Some awards are based on financial need while others are not. For details on available funding sources, eligibility criteria, and application procedures, please visit the Scholarships and Financial Aid sections of the NMC website at www.methodistcollege.edu.

Financial Aid Policies & Procedures: Students are expected to read, understand and comply with all policies and procedures described on the NMC website and distributed through mail or electronic communications by the Financial Aid Office.

Definition of Enrollment: For financial aid purposes, the definition of full-time enrollment for most undergraduate programs is 12 credit hours per semester, including the summer semester. Full-time enrollment for graduate programs is 6 credits per semester including summer. For the accelerated nursing program and clock hour certificate programs, full-time is based on a formula prescribed by federal regulations and may vary from term to term. Financial aid is based on the student’s enrollment at the end of the 100% refund period each term. Many grants and scholarships are prorated for enrollment less than full-time.

Bookstore Vouchers: Students whose approved financial aid is more than their NMC tuition, fees, and on-campus housing may charge their textbooks in the Bookstore. Students enrolled in on-campus programs may use their voucher in the NMC Bookstore. For students enrolled in online programs, vouchers are made available through the NMC Online Bookstore. Books may be charged to a student’s account prior to or during the first week of classes. Students are expected to pay for books out of their own funds after the first week of classes.

Student Rights and Responsibilities for Financial Aid

Rights – Applicants for financial aid have the right to know the following:

• What types of financial aid are available to NMC students.
• How aid is distributed, who determines the distribution and on what basis it is made.
• How a student’s financial need is assessed and what resources are considered in the calculation of need.
• The method by which financial aid will be disbursed and the frequency of disbursements.
• What portion of the financial aid must be repaid.
• The interest rate on loans, the total amount to be repaid, the repayment procedures, the date for beginning repayment and the length of the repayment period on any student loan you are awarded.
• The criteria for continued eligibility for each financial aid program.
• The academic standards which must be met to receive financial aid.

Responsibilities – Applicants for financial aid have the responsibility to do the following:

• Inform the Financial Aid Office of additional sources of funding such as (but not limited to) scholarships, Vocational Rehabilitation, tuition assistance or tuition reimbursement. Failure to do so may cause an over-award of financial aid which the student may have to repay.
• Inform NMC and the student’s lender(s) of any change in permanent address, phone number, email address or legal name.
• Acquaint themselves with financial aid deadlines, forms and application requirements for receiving aid.
• Read and understand the financial aid policies & procedures available on the NMC website.
• Read and understand the Financial Aid Satisfactory Academic Progress Policy.
• Read and understand the NMC Tuition Refund Policy.
• Read and understand the policies and procedures related to withdrawing from classes and the treatment of financial aid when a student withdraws or does not complete a scheduled payment period.
• Supply any additional documentation, verification, corrections or new information requested by the Financial Aid Office.
• Complete required Entrance and Exit Counseling obligations for the student loans received.
FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR STUDENTS IN CREDIT HOUR PROGRAMS

To receive federal financial aid for attendance at Nebraska Methodist College, a student is required to make satisfactory progress toward completion of a degree or certificate. Below is a description of the minimum standards that must be met. These standards do not necessarily coincide with academic program requirements, which must also be met in order to receive aid. This policy applies to all federal and state aid programs, including Federal Pell Grant, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Loans (Subsidized, Unsubsidized and PLUS), Nursing Student Loan, Nurse Faculty Loan, and the Nebraska Opportunity Grant program. NMC also applies this policy to determine eligibility for Methodist Grant funds, but the policy does not apply to NMC Scholarships.

Frequency of Review
Satisfactory progress is evaluated annually at the end of summer term.

Measurement Standards
To be considered eligible for the financial aid programs named above, a student must meet all of the following conditions:

- **Qualitative – Grade Point Average**
  - Undergraduate students must maintain a cumulative grade point average (GPA) of at least 2.0.
  - Graduate students must maintain a cumulative GPA of 3.0 or higher.

- **Quantitative – Pace of Progress**
  All students must successfully complete (pass) at least two-thirds (66.67%) of their cumulative attempted credit hours to stay on pace with the Maximum Time Frame requirements described below.

- Attempted credits are based on records maintained by the Registrar’s Office and include courses for which a student receives a grade of A, B, C, D, F, I, NC, P, S, U, W, WF, or WX. Attempted credits do not include audited courses, validation credits, or courses dropped prior to the issuance of a W.

- Successfully completed credits include those for which a student receives a passing grade (A, B, C, D, P or S). Courses for which a student receives a grade of F, I, NC, U, W, WF or WX will not be counted as completed.

- Remedial coursework is treated no differently than other coursework.

- Repeated courses count multiple times as attempted credits, but only once toward completed credits.

- Transfer credits accepted by NMC are included in both the attempted credits and completed credits.

- Grades of Incomplete are counted as attempted but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage of credits completed, he/she must notify the Financial Aid Office.

- **Maximum Time Frame**
  All students must complete their program requirements within 150% of the time it normally takes to complete the degree program (as measured in credit hours). Example: for a program that requires 126 credits, a student may remain eligible for aid through the completion of the degree or until he/she has attempted 189 credits, whichever comes first.

  - If a student is enrolled in multiple programs the Maximum Time Frame will be based on the longest program.
  - If a student has changed programs, professional courses applicable to the first program will be excluded from the new program’s attempted credit limit unless also required for the new program.

Suspension/Termination
A student’s financial aid eligibility will be suspended or terminated if any of the following occurs:

- The student is enrolled in a program longer than two academic years (i.e., a bachelor’s degree program) and does not have a cumulative GPA of at least 2.0 at the end of the second year.

- The student failed to meet either or both the Qualitative and Quantitative standards at the time of the annual review.

- The student has attempted 150% of the credits required for the degree program.

Appeal
A student whose financial aid eligibility was terminated may submit an appeal to the Financial Aid Appeals Committee. Reasons for an appeal may include: death of a relative, injury or illness of the student, or other special circumstances. At a minimum, an appeal must include the following:

- A written or typed statement explaining the circumstances contributing to the student’s failure to meet the SAP standards along with the nature and timing of the circumstance;
- Supporting documentation, as appropriate;
- A description of what has changed in the student’s situation that would allow the student to meet satisfactory academic progress requirements in the future; and
- An Academic Development Plan (ADP) that has been developed with and is signed by the student’s advisor. The ADP must include how the student expects to meet the SAP standards as well as the time frame in which the student expects to be back in compliance with such standards.

**Probationary Period**

A student whose appeal is approved will have financial aid eligibility reinstated on a Probationary basis for one semester. The student may continue to receive financial aid during this Probationary Period but must meet the regular SAP standards or be making progress under an approved ADP by the end of the Probationary Period. If a student fails to make progress under the approved ADP the student will not be allowed to submit another appeal.

**Re-establishing Eligibility**

A student whose appeal is denied, or who failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions:

- Enroll at the student’s own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

**Notification**

Students will be sent written notification if their status changes as a result of the SAP evaluation.

**FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR STUDENTS IN CLOCK-HOUR CERTIFICATE PROGRAMS**

To receive federal financial aid for attendance at Nebraska Methodist College, a student is required to make satisfactory progress toward completion of a degree or certificate. Below is a description of the minimum standards that must be met. These standards do not necessarily coincide with academic program requirements, which must also be met in order to receive aid.

This policy applies to all federal and state aid programs, including Federal Pell Grant, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Loans (Subsidized, Unsubsidized and PLUS), Nursing Student Loan, Nurse Faculty Loan, and the Nebraska Opportunity Grant program. NMC also applies this policy to determine eligibility for Methodist Grant funds, but the policy does not apply to NMC scholarships.

**Frequency of Review**

Satisfactory progress is evaluated at the point when the student successfully completes the scheduled clock hours for each payment period.

**Measurement Standards**

To be considered eligible for the financial aid programs named above, a student must meet all of the following conditions:

- Qualitative – Grade Point Average
Clock-hour students must maintain a grade point average (GPA) of at least 2.0 each payment period as well as a cumulative GPA of 2.0 or higher.

- **Quantitative – Pace of Progress**
  All students must successfully complete (pass) at least two-thirds (66.67%) of their cumulative attempted clock hours to stay on pace with the Maximum Time Frame requirements.
  - Attempted clock hours are the hours a student attends each payment period. Attempted hours do not include audited courses, validation hours, or courses dropped prior to the issuance of a W.
  - Successfully completed hours include those for which a student receives a passing grade (A, B, C, D, P or S). Courses for which a student receives a grade of F, I, NC, U, W, WF or WX will not be counted as completed.
  - Remedial coursework is treated no differently than other coursework.
  - Repeated courses count multiple times as attempted hours, but only once toward completed hours.
  - Transfer clock hours accepted by NMC are included in both the attempted clock hours and completed clock hours.
  - Excused absences must be made up.
  - Grades of Incomplete are counted as attempted but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage completed, he/she must notify the Financial Aid Office.

- **Maximum Time Frame**
  All students must complete their program requirements within 150% of the time it normally takes to complete the certificate program (as measured in clock hours). A student must complete a total of 930 clock hours before attempting 1395 clock hours (930 x 150% = 1395).

**Warning Period**
A student who fails to meet either or both the Qualitative and Quantitative standards will be given a Warning Period of one payment period. During the Warning Period, a student may continue to receive the financial aid for which he/she is otherwise eligible.

**Suspension/Termination**
A student’s financial aid eligibility will be suspended or terminated if either of the following occurs:
- The student failed to meet either or both the Qualitative and Quantitative standards by the end of the Warning Period.
- The student has attempted 150% of the clock hours required for the certificate program.

**Appeal**
A student whose financial aid eligibility was terminated may submit an appeal to the Financial Aid Appeals Committee. Reasons for an appeal may include: death of a relative, injury or illness of the student, or other special circumstances. At a minimum, an appeal must include the following:
- A written or typed statement explaining the circumstances contributing to the student’s failure to meet the SAP standards during the payment period, along with the nature and timing of the circumstances;
- Supporting documentation, as appropriate;
- A description of what has changed in the student’s situation that would allow the student to meet satisfactory academic progress requirements in the future; and
- An Academic Development Plan (ADP) that has been developed with and is signed by the student’s advisor. The ADP must include how the student expects to meet the SAP standards as well as the time frame in which the student expects to be back in compliance with such standards.

**Probationary Period**
A student whose appeal is approved will have financial aid eligibility reinstated on a Probationary basis for one payment period. The student may continue to receive financial aid during this Probationary Period but must meet the regular SAP standards or be making progress under an approved ADP by the end of the Probationary Period. A student who fails to make progress under the approved Academic Development Plan will not be allowed to submit another appeal.

**Re-establishing Eligibility**

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A student whose appeal is denied, or who failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions:

- Enroll at the student’s own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

Notification

Students will be sent written notification if their status changes as a result of the SAP evaluation.

REFUND & WITHDRAWAL POLICIES

Financial aid funds are awarded under the assumption that the student will attend the entire period for which funds were awarded. When a student withdraws or otherwise ceases attendance before completing the entire payment period, s/he may no longer be eligible for the full amount of assistance that was originally awarded. This policy describes how NMC determines the amount of financial aid that was earned and unearned at the time the student ceased attendance.

Refund Policy

The U.S. Department of Education requires that institutions participating in Title IV federal financial aid programs must have a fair and equitable refund policy. NMC’s policy for refunding of tuition and housing charges is available online. The College’s refund policy applies only to institutional charges and does not affect the amount of a student’s earned or unearned financial aid. However, depending on the circumstances, refunds may be issued to the student or returned to federal financial aid programs in compliance with federal regulations. In many cases, financial aid must be returned to the respective programs even after the College’s refund period has ended. *This can result in the student having a new or larger balance owed to the College.*

What is a withdrawal?

For the purpose of this policy a withdrawal occurs when a student:

- Drops or withdraws from all NMC classes during a semester or payment period, or
- Is enrolled in modules (courses that do not span the entire term) and drops all subsequent courses in the term, or
- Drops a course offered in modules *without providing written confirmation of the intent to return* before the end of the term, or
- For clock hour programs, fails to complete the scheduled clock hours and weeks of instructional time in the payment period.

Withdrawal Process

The process to withdraw is outlined in the College Catalog. Students who cease attending but do not complete the official withdrawal process may be charged for a greater portion of the semester than the time he or she was actually in attendance. Therefore, it is always in the student's best interest to follow the official withdrawal process.

Withdrawal Date

This date is used for several purposes. It determines the student's charges and refunds for the term, the amount of financial aid the student has earned and the amount that must be returned to federal aid programs. In addition, this date will be reported to the student’s educational loan lenders and servicers where it will be used to determine interest charges and repayment dates. The date that is used depends on the type of courses and whether the withdrawal is official or unofficial.

- For an official withdrawal from campus-based credit hour courses, the withdrawal date is the date that the student began the withdrawal process, or the date the student officially notified the institution, in writing or orally, of his or her intent to withdraw.
- For an unofficial withdrawal from campus-based credit hour courses, the withdrawal date is the last documented date that the student either attended classes or completed an academic-related activity, as determined by the faculty teaching the course. If the last date of attendance is not available, the withdrawal date will be the midpoint of the payment period.
- For an official or unofficial withdrawal from online courses, the withdrawal date is the last documented date of participation in the course, according to the online activity logs for the course.
• For an official or unofficial withdrawal from clock hour courses, the withdrawal date is the last documented date of attendance in the course, as determined by the faculty teaching the course.

Payment Period
For credit hour programs, the payment period is the term or semester (fall, spring or summer). For clock hour programs, the payment period is the period of time in which the student completes 50% of the clock hours and 50% of the weeks of instruction in the program.

Treatment of Aid When a Student Withdraws or Does Not Complete the Scheduled Payment Period

Nebraska Methodist College & State Aid
For NMC scholarships or grants and the Nebraska Opportunity Grant, recipients will be allowed to keep the amount earned at the end of the 100% refund period for the course, term or payment period. However, the amount the student is allowed to keep will not exceed the amount of tuition, fees and other charges which NMC retains.

Nurse Faculty Loan Program (NFLP)
NFLP awards are typically based on a certain amount per credit hour. Therefore, if a recipient does not begin attendance in a course or drops a course during the 100% refund period, the award for those credits will be revoked. This includes the book allowance portion of the award. If a recipient begins attendance in a course and receives a partial tuition refund, the refund will be returned to the NFLP program.

Federal Aid (Title IV programs)
Federal law specifies how the College must determine the amount of Title IV assistance a student has earned if he/she withdraws from school during a payment period or term. Title IV programs covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, Federal Direct Loans (Subsidized, Unsubsidized, PLUS), Federal SEOG Grants, and Federal Perkins Loans. The amount of assistance that is earned is determined on a pro-rata basis. For example, if a student completed 30% of the payment period, s/he earned 30% of the assistance that s/he was originally scheduled to receive. Once a student completes more than 60% of the payment period the student is considered to have earned 100% of the funds scheduled to be received for that period.

A student who received less assistance than was earned may be eligible to receive those additional funds through a post-withdrawal disbursement. If that includes loan funds, NMC must obtain the student’s permission before we can disburse those funds. A post-withdrawal disbursement of grant funds will be automatically credited toward any unpaid charges for tuition, fees and room.

In some cases, a student may have been awarded Title IV funds that he/she is no longer eligible to receive after the withdrawal. For example, if the student did not complete the Direct Loan application process by the last date of attendance, the Financial Aid Office is unable to certify that loan and request funds.

If a student received more assistance than was earned, the excess funds must be returned by NMC and/or the student. It is possible that NMC charges once paid by federal financial aid may now become a debt that the student is responsible for paying.

If the amount of aid disbursed exceeds the amount of earned aid, the unearned portion of the funds must be returned to the Title IV programs from which the student received aid during the term, in the following order:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. Iraq & Afghanistan Service Grant
The school must return a portion of the excess equal to the lesser of:

1. The student’s institutional charges multiplied by the unearned percentage, or
2. The entire amount of excess funds.

If the total amount to be returned exceeds the amount that NMC is required to return, the student has an obligation to return the remaining amount. Any loan funds that must be returned by the student are repaid according to the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time. If a repayment is due to a grant program, the maximum amount of grant funds to be repaid is half of the grant funds the student received or was scheduled to receive. No repayment is required if the original amount of grant overpayment is $50 or less.

Upon notification that a student has withdrawn, the Financial Aid Office will calculate the student’s earned and unearned aid. The student will be notified of any funds returned by NMC to the respective financial aid programs, as well as any repayment for which the student is responsible. If the College is required to return funds that were used to pay the student’s charges, NMC will bill the student for those charges that are no longer considered paid.

Students who owe a repayment to a federal grant will have 45 days from the date the school sent the notification to take one of the following actions.

1. Repay the overpayment in full to the school.
2. Sign a repayment agreement with the school. Maximum repayment period is two years.
3. Sign a repayment agreement with the US Department of Education.

If the student fails to take one of these actions within 45 days, the school is required to report the overpayment to the US Department of Education’s Debt Resolution Services for collection, and the student will be ineligible to receive additional federal financial assistance.

Scholarships

Scholarships are free funds to students provided by a variety of donors and organizations. Methodist Hospital Foundation provides a large number of substantial scholarships to NMC students.

NMC Scholarships

The College assists NMC students by providing supplementary financial resources based on academic performance, financial need, and leadership potential demonstrated by participation in activities outside the academic setting and service to the College or community. With the exception of restricted funds, which are awarded according to donor intent, the NMC Scholarship Committee has sole responsibility for establishing regulations governing NMC scholarships.

Scholarship Eligibility

1. Students must be admitted to and remain in good standing at NMC.
2. Currently enrolled students must complete the scholarship application form each year by the required deadline.
3. New students are encouraged to submit a scholarship application during the admissions process. New student scholarships are awarded on a continuous basis. The Admissions Office will provide application deadline information.
4. Scholarships will be applied according to a student’s enrollment status for the semester during which the scholarship will be utilized.
5. Scholarship awards are made on a yearly basis with one-half of the award given each semester. Students attending only one semester of the award period will be eligible for only half of the value of the scholarship.
6. The Scholarship Committee has the discretion to award or deny scholarships to eligible students.
7. Applications are available in the Admissions Office, Financial Aid Office and on the College website.
8. In addition, the Committee urges students to seek scholarships from business, civic, service and professional groups within his/her community.
Policies and Guidelines

This section is intended to serve as a source for NMC policies and guidelines. Our policies have broad application throughout the institution that help ensure compliance with applicable laws and regulations; promotes efficiency; enhances the NMC mission; or reduces institutional risk.

Questions about specific policies?

Lindsay Hanzlik, JD
Director, Education Compliance
Phone: (402) 354-7259
Email: lindsay.hanzlik@methodistcollege.edu

General Policies

Students are expected to be familiar with the policies found below, in any supplements and any subsequent updates. These policies are subject to change without notice, obligation or liability. By enrolling at NMC, students agree to accept and abide by the terms stated in these institutional policies. Any changes also apply to currently matriculated students. Updates, notifications, and changes to these policies can be found here.

Students must also familiarize themselves with and agree to accept and abide by the terms stated in the Campus Housing Handbook (as applicable), Financial Aid policies & procedures (as applicable), and the handbook for the program in which they are enrolled.

AEROSPACE STUDIES- AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

The Air Force ROTC program, hosted through the University of Nebraska-Omaha, is open to both men and women and is designed to develop the skills and attitudes vital to the career professional Air Force officer. Students who want to participate in the Air Force ROTC program will have to travel to the University of Nebraska-Omaha for all Air Force ROTC classes and functions. Upon successful completion of the Air Force ROTC program and graduation from the University, cadets are commissioned Second Lieutenants, USAF. Instruction includes a two-year basic course (General Military Course-GMC) and a two-year advanced course (Professional Officer Course-POC). Cadets will also need to complete field training, which is attended the summer between a cadet’s sophomore and junior year. Air Force ROTC scholarships are available to outstanding cadets.

Aerospace Studies, on all levels, are presented to Air Force ROTC students as professional courses, designed to enrich their overall academic experience in the University. The academic curriculum of Air Force ROTC consists of two distinct general courses:

- The General Military Course is a continuing freshman-sophomore course of two academic years. The Professional Officer Course is a junior-senior-graduate course of two academic years. The Air Force ROTC leadership laboratory activities, which are a part of each course, offer students many opportunities for practical leadership training. The GMC curriculum emphasizes the potential of aerospace power. Courses are designed to acquaint the student with aerospace power and the Air Force mission in support of our national defense. The courses are open to all full-time University students. Textbooks and uniforms are furnished at government expense. All students are provided leadership experience through participation in leadership laboratory activities. Students enrolled in GMC courses are not in the military service and assume no military obligation. Students with prior military service or high school ROTC experience may receive credit for portions of the GMC program.

- The POC curriculum emphasizes communicative skills, civil-military relations, leadership, human relations, problem solving, and decision making. Courses are open to students who have completed the GMC program, and attended field training course. Students not enrolled in the GMC program should contact Air Force ROTC as soon as possible to be tested and processed for the fall semester. POC cadets enlist in the Air Force Reserve and manage all leadership laboratory activities.

For complete information on the Air Force ROTC program, contact the Professor of Aerospace Studies (PAS), 402-554-2318. You can also visit their website: http://www.unomaha.edu/affrotc/.
CONCERNs AND COMPLAINTS

Students and faculty at Nebraska Methodist College have internal mechanisms at their disposal through which they can pursue dialogue with the College about concerns or complaints. External constituents with concerns or complaints against the College should call (402) 354-7000.

The receptionist will direct the concerned party to the appropriate administrator. The administrator taking responsibility for the concern will record the nature of the concern and also record any actions taken by the College to address the concern. All concerns reported to an administrator of the College are kept on file in the office of the Dean of Students for seven (7) years, unless the concern results in the expulsion or suspension of a student, in which case the College will retain permanently any records associated therewith.

Below please find contact information for filing complaints with Nebraska Methodist College's accreditor or state approval agency:

To file a complaint with Nebraska Methodist College's accreditor, The Higher Learning Commission, please see the information located at the following link https://www.ncahlc.org/HLC-Institutions/complaints.html.

To file a complaint with the State of Nebraska approval agency, Coordinating Commission for Postsecondary Education, or other relevant State of Nebraska officials or agencies, please see the information located at the following link http://www.ccpe.state.ne.us/PublicDoc/Ccpe/Complaint.asp. Please note that the Commission cannot, by law, review complaints related to course grades, academic sanctions, or discipline/conduct matters.

CAMPUS SECURITY INFORMATION


Crime Statistic Reporting

Crime statistics provided in Nebraska Methodist College’s Annual Security Report are based upon incidents reported by campus security authorities and local police agencies. NMC annually reports statistics for the three most recent calendar years concerning the occurrence on campus, in or on non-campus buildings or property, and on public property (as those terms are defined and interpreted for purposes of the Clery Act) for occurrences of murder, manslaughter, sexual misconduct, including, (forcible and non-forcible) sexual assault, domestic violence, dating violence and stalking, robbery, arson, aggravated assault, burglary, and motor vehicle theft; statistics on arrests for violations of liquor or drug abuse as well as weapons possession violations; disciplinary referrals for liquor, drug and weapons violations; and statistics on Hate Crimes that are reported to local police agencies or to campus security authorities.

The Methodist Health System Security Department in consultation with the NMC Education Compliance Director will make the determination as to whether a reportable offense has occurred. These reports will be compiled to prepare the annual Campus Crime and Security Survey for submission to the United State Department of Education, Office of Postsecondary Education. This report will be made available to the public by October 1st of each year. This report will be posted to the NMC website for viewing.

A daily summary of all criminal activity is available to the general public by the Methodist Health System Security Department (Incident Reports). All crimes reported to campus security are posted to the crime log within two (2) business days of the report unless the disclosure is prohibited by law or would jeopardize the confidentiality of the victim. Campus security may also withhold information from the crime log when there is clear and convincing evidence that the release of the information would jeopardize an ongoing criminal investigation or the safety of an individual; cause a suspect to flee or evade detection; or result in the destruction of evidence.

Blue Light System

The Blue Light System enables immediate access to assistance in the event of an emergency. There are four blue light stations within the parking lots of the Josie Harper Campus. The stations are easily located by finding the blue lights attached to various parking lot lights.

The station locations are as follows:
- South parking lot
- West parking lot (back of Riley-Leinart Center)
- North parking lot - west end (near north door of Clark Center)
- North parking lot - northeast end (far corner)

In addition, there are 5 blue light stations within the parking lots of Josie's Village. The station locations are as follows:
- South parking lot near the stairs
- North side of the parking island entering the A-B building (buildings #563 & #567)
- South side of the clubhouse
- Parking lot island outside the main entry to the E building (building #564)
- Parking lot island outside the main entry - north of building F (building #628)

In the event of an emergency, press the button on the call box (also attached to the respective parking lot light pole). Once this button is pressed, the caller will be connected to the Security Department.

Blue lights are to be used for life-threatening emergency situations only.

**CONFIDENTIALITY OF PATIENT RECORDS (HIPAA)**

Nebraska Methodist College is committed to protecting the privacy of protected health information (PHI) in compliance with all applicable laws and regulations. To achieve this end, the College, an affiliate of Methodist Health System, has adopted policies and procedures to protect the privacy, and provide for the security of PHI. Students who have access to PHI in the course of their programs are required to maintain the confidentiality of any and all PHI they have been appropriately granted authorization to use and view.

Students with access to PHI must respect their patient's rights to privacy and understand and adhere to their clinical site's privacy policies. When using or disclosing PHI, or when requesting PHI from others, students must make reasonable efforts to limit the information to the minimum necessary to accomplish the educational purpose of the use, disclosure, or request. Students must remove any patient identifiers before transporting, disclosing, or transmitting any document or assignment. (See below for steps to remove patient identifiers).

Students who access PHI are responsible for protecting and safeguarding it and to properly dispose (i.e., shred) of any notes, e-mails, thumb drives, CD-ROMs, Care Plans, and any other device or medium that contains PHI. Because of the risk of loss or theft of mobile devices, PHI should never be stored on or transferred to mobile devices unless specific approval is given and the mobile device contains the appropriate safeguards.

Students are also prohibited from disclosing any PHI on social media. Social media include, but are not limited to, collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook).

Failure to abide by the College's HIPAA Privacy Policy, and any other Methodist Health System HIPAA policy, may result in the suspension or dismissal from the College and/or legal action brought against the student.

**Removing/De-identifying Protected Health Information (PHI)**

**Protected Health Information (PHI):** Information in any format that identifies the individual, including demographic information collected from an individual that can reasonably be used to identify the individual. Additionally, PHI is information created or received by a health care provider, health plan, employer, or health care clearinghouse; and relates to the past, present, or future physical or mental health or condition of an individual.

**De-identified:** Information that has certain identifiers (see "identifiers" below) MUST be removed so that it is no longer considered Protected Health Information.

**Identifiers:** Under the HIPAA Privacy Rule "identifiers" include the following:

1. Names (e.g. patient initials (do not reverse order))
2. Geographic subdivisions smaller than a state (except the first three digits of a zip code if the geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people and the initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000).
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, and date of death and all ages over 89 and all elements of dates (including year) indicative of such age (except that such ages and elements may be aggregated into a single category of age 90 or older)
4. Telephone numbers
5. Fax numbers
6. Electronic mail addresses
7. Social security numbers
8. Medical record numbers
9. Health plan beneficiary numbers
10. Account numbers
11. Certificate/license numbers
12. Vehicle identifiers and serial numbers, including license plate numbers
13. Device identifiers and serial numbers
14. Web Universal Resource Locators (URLs)
15. Internet Protocol (IP) address numbers
16. Biometric identifiers, including finger and voice prints
17. Full face photographic images and any comparable images
18. Any other unique identifying number, characteristic, or code (excluding a random identifier code for the subject that is not related to or derived from any existing identifier).

**COPYRIGHT POLICY**

Federal Copyright Law requires all members of the NMC community, including faculty, staff, students, volunteers, and patrons to respect the proprietary rights of owners of copyrights and refrain from actions that constitute an infringement of copyright or other proprietary rights.

Because of advances in technology and ease to copy, transmit, distribute, adapt, display, or perform copyrighted works, individuals must increasingly be aware of various copyright implications when using a wide range of materials and devices. Copyright violations related to printed materials, materials in digital format, audio and video recordings, music, Internet transmissions, computer programs and databases, or any other types of materials create potential legal liability for NMC and the individuals involved.

To support NMC’s mission to create, discover, and disseminate knowledge and to further NMC’s Mission and Core Values, members of the NMC community are strongly encouraged to access the "Copyright and Educational Fair Use" webpage: http://libguides.methodistcollege.edu/copyright wherein they can find guidance on copyright and fair use compliance at NMC. NMC adheres to and requires its faculty, staff and students to comply with all of the guidance, including fair use, found in the "Copyright and Educational Fair Use" page, unless the information contained therein does not reflect current federal Copyright Law. Faculty, staff, students, and any third-parties accessing www.methodistcollege.edu must also be familiar with and comply with the Terms of Use and Privacy Policy as it relates to any and all material, including designs, methods, and structures found therein.

Faculty members, staff and other employees who willfully disregard the Copyright Policy place themselves individually at risk of legal action. In such cases, NMC may refuse to defend the employee in the court suit and in these suits personal liability may be incurred by the employee or student. Students who violate the Copyright Policy are also at risk of violating the NMC Code of Conduct, which may result in dismissal from NMC and employees may be at risk of termination.

**EMOTIONAL SUPPORT ANIMAL POLICY**

Nebraska Methodist College (NMC) is committed to reasonably accommodating persons with disabilities who require the assistance of therapy/emotional support animals; however, NMC is also mindful of the health and safety concern of the campus community. Thus, NMC must take into account both the needs of the individual with the disability and also the potential impact of such animals on others within the College community.

**Definition of Therapy/Emotional Support Animal**
For the purpose of this policy, comfort and therapeutic companion animals will be referred to as emotional support animals. This policy does not address service animals. The emotional support animal’s primary purpose is to provide therapeutic benefit such as to mitigate or alleviate one or more identified effects of a person’s mental or psychiatric disability.

**Guidelines and Requirements**
NMC’s campus housing, as stated in the Pet policy, the Campus Housing Agreement, and Campus Housing Handbook, is pet-free. A pet is an animal kept for ordinary use and companionship. A pet is not considered a service animal or emotional support animal, and therefore, it is not covered by this policy. Residents are not permitted to keep pets on NMC property or in campus housing.

In compliance with Fair Housing Act, exceptions to NMC’s pet policy are permissible. U.S. Department of Housing and Urban Development (HUD) and Fair Housing regulations provide that emotional support animals be considered a reasonable accommodation in campus housing. HUD/Fair Housing regulations only apply to housing facilities, thus animals are only allowed in the resident’s room and are not allowed in any other area of campus housing or elsewhere on campus. The animal’s behavior may not create unreasonable disruptions to the residential community at any time and the animal’s behavior must be congruent to reasonable standards of well-behaved animals relating to behavior, noise, odor, and waste. Excessive disruption, as determined by residential staff and/or Executive Director of Operations, is grounds for contractual termination and immediate animal removal.

For an emotional support animal to be considered a reasonable accommodation the resident must first contact the NMC’s Executive Director of Operations and provide the following documentation:
1. The existence of a disability.
2. A relationship between the disability and the relief the animal provides.
3. The animal is necessary in order for the resident to use and enjoy an on-campus residence.

Documenting this need requires documentation from a treating medical or mental health provider (not related to the student) certifying that the emotional support animal is part of a prescribed treatment plan for the disabling condition and alleviates symptoms or effects of a disability. After providing the necessary documentation to the Executive Director of Operations, the Director of Education Compliance will determine whether or not the request will be granted. Documentation must be submitted and approved prior to bring the animal to campus. Animals living on-campus in violation of the pet policy may not remain on-campus pending review and determination of an emotional support animal request.

Contractual Agreement for Emotional Support Animals

Upon approval from Director of Education Compliance to obtain an emotional support animal, the resident is expected to meet the following additional requirements. The resident will:
1. Register the animal with Campus Housing after receiving permission from Director of Education Compliance by providing necessary documentation.
2. Provide documentation of completed vaccinations recommended by veterinarians. Proof of vaccination is required prior to moving into campus housing. NMC reserves the right to request updated vaccination records at any time during the animal’s residency. Dogs must have current vaccination against rabies and wear a rabies vaccination tag.
3. The city of Omaha requires all dogs and cats to be licensed. The dog or cat shall bear an identification tag provided upon payment of the required licensing fees.
4. Assure the animal does not interfere with traditional activities of the residence or negatively impact the community of students who reside there. Sensitivity to residents fearful of animals or with allergies is necessary to maintain a welcoming and peaceful residential community.
5. Be responsible for containing and disposing of all animal waste in appropriate outside trash dumpsters. Litter boxes should be placed on mats.
6. If appropriate the animal (dog) must be on a leash, unless the leash would inhibit the animal’s ability to be of service.
7. Be financially responsible for the actions of the animal, including any property damage or bodily injury. Examples include carpet and furniture replacement, wall repairs or cleaning costs directly associated with having an animal in the room.
8. Provide documentation of liability insurance covering the emotional support animal.
9. Submit written notification if the emotional support animal is no longer residing in the student’s residence or is no longer needed.
10. Go through the entire request process again, beginning with contacting Executive Director of Operations, if the student is planning to exchange one emotional support animal for another. The agreement is for one specific animal only.
11. Abide by all other College policies within Campus Housing and the Student Code of Conduct. This exception to NMC pet policy does not allow for other exceptions to college policy.
12. Fulfill the campus housing agreement for the duration of the agreement between the resident and NMC even if the emotional support animal is removed from campus housing.

Upon approval from Director of Education Compliance to obtain an emotional support animal, NMC has the right to:
1. Inspect the residence for fleas, ticks, or other pests as needed. Inspections will be scheduled in advance. If fleas, ticks or other pests are detected, the residence will be fumigated through approved methods by an NMC or an outsourced, certified pest control service. If pest treatment is needed, the resident is financially responsible for it. If the problem is ongoing or reoccurring, the resident’s housing agreement may be terminated or the emotional support animal removed.
2. Assign the resident to a specific building and/or room.
3. Relocated the resident as necessary based on the contractual agreements of residing on campus.
4. Not allow specific animals to reside in campus housing as emotional support animals. Any animal must be approved and a thorough review of traits and tendencies of any proposed animal will be conducted and a final decision will be made by the college prior to allowing move-in of the animal.

Non-compliance with the aforementioned rules may result in the immediate removal of the emotional support animal from the residence at NMC. If this occurs, there is an appeal process that can be initiated by contacting the Dean of Students.

**EQUAL OPPORTUNITY/ NON-DISCRIMINATION**

Nebraska Methodist College is an equal opportunity, affirmative action employer and educational institution committed to creating an environment for all students and employees that promotes fairness, responsibility, ability and performance. NMC provides educational and employment opportunities without regard to, and does not discriminate on the basis of age, color, disability, family responsibilities (including pregnancy), familial status, gender identity or expression, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, source of income, veteran status or other prohibited by law in its educational programs and activities. All programs and procedures are designed and administered in a manner intended to enhance, not limit, equal access.

The College is committed to complying 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 foregoing Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. The ability of individuals to oppose discriminatory practices, and to participate in investigations conducted by the Office of Civil Rights (OCR) and other proceedings, is critical to ensuring equal opportunity in accordance with Federal civil rights laws. It is unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an OCR investigation or proceeding. Thus, once a student, instructor, staff or administration member complains formally or informally to NMC about a potential civil rights violation or participates in an OCR investigation or proceeding, the recipient (NMC) is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individuals complaint or participation.

Under Title IX, discrimination on the basis of sex may constitute sexual harassment or violence - including, but not limited to, rape, sexual assault, sexual battery and sexual coercion. Compliance with Title IX is a shared responsibility of an entire institution, from top-level administration to individual staff members. NMC is required to investigate any complaints of gender discrimination. Any and all complaints or inquiries related to gender discrimination should be reported immediately to either Title IX Coordinators (Dean of Students or Education Compliance Director), so an investigation and corrective action can be taken. The Title IX Coordinators may be contacted at: Dean of Students-402-354-7213 or at molly.atherton@methodistcollege.edu or Education Compliance Director-402.354.7259 or at lindsay.hanzlik@methodistcollege.edu. Any student, faculty or staff member who engages in gender discrimination under Title IX may be subject to disciplinary action, which may include termination of employment, dismissal from the College, and criminal penalties. (See the Title IX – Sexual Misconduct Policy for more information).

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Nebraska Methodist College (NMC) recognizes that the protection of the rights of persons requires adherence to clearly formulated institutional policies governing the maintenance of student records. As provided more fully below, the privacy and confidentiality of all student records shall be preserved. Officers of administration, members of the faculty and staff of the College are morally bound to respect the rights of a student to good reputation and privacy by holding in confidence information they acquire in the course of their work.

**Definitions:**

*Student:* any individual who is or has been in attendance at NMC and whom the institution maintains education records. This definition does not include applicants to NMC.

*Disclosure:* to permit access to education records or the personally identifiable information in the records by any means, including oral, written, or electronic means.
**Personally identifiable information:** student's name, parent and family member names, address of student and parent or family members, a personal identifier such as social security number or student number, a list of personal characteristics or other information which would make the student's identity easily traceable.

**Directory information:** information contained in education records which would not generally be considered harmful or an invasion of privacy if released. Examples of the types of information your institution might designate include: Student - name, local and home address, local and home telephone number, electronic mail address, date and place of birth, major field of study, class standing, participation in recognized activities and sports, weight and height of athletes, dates of attendance, degrees, honors, and awards received, the most recent previous educational institution attended, status as a student employee, and photographs of the student.

**Education records:** any records (in handwriting, print, tapes, film, computer or other medium) maintained by NMC or an agent of the College which are directly related to a student except:

1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record and is not used for purposes other than a memory or reference tool.
2. Records created and maintained by NMC security for law enforcement purposes.
3. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.
4. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
5. Alumni records which contain information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student.

**Notification of Student Rights**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Nebraska Methodist College (School) receives a request for access. A student should submit to the registrar, dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   
   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school 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.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Nebraska Methodist College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Nebraska Methodist College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Nebraska Methodist College.
Upon request, Nebraska Methodist College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Nebraska Methodist 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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

- To other school officials, including teachers, within Nebraska Methodist College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- 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, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- 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. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as directory information under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school 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 school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

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 school, 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. (§99.31(a)(15))

If the information requested does not fit into one of the categories described above, a student's consent must be obtained prior to disclosing the records. The consent must be signed and in writing, stating the date, the records to be released, the purpose of the disclosure, and the party to whom the disclosure may be made. Electronic signatures are allowable if the format "identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent."

**Annual Notification:**

Students will be notified of their FERPA rights annually by e-mail and/or through the College website.

**Recordkeeping Requirements:**

NMC will maintain a record of requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request and what records, if any, were received, the legitimate interest in the records, any additional party to whom it may be redisclosed, and the legitimate interest the additional party had in requesting or obtaining the information. The record may be reviewed by the student. This recordkeeping is not required if the request was from, or the disclosure was to

1. the student;
2. a school official determined to have a legitimate educational interest;
3. a party with written consent from the student;
4. a party seeking directory information; or
5. a federal grand jury or law enforcement agency pursuant to a subpoena that by its terms requires nondisclosure.

**Gainful Employment Disclosure**

As of July 1, 2011, the US Department of Education requires colleges to disclose certain information for each financial aid eligible program that "prepares students for gainful employment in a recognized occupation".

**Graduation Rates**

In compliance with the Higher Education Act of 1965, as amended, Nebraska Methodist College is pleased to report a 4-year graduation rate (for first-time, full-time students) for bachelor's degree programs of 68% in 2013-2014.

**Harassment Policy**

*Harassment* is defined as verbal or physical conduct that has the intent or effect of negatively influencing or interfering with an individual's or group's personal, educational and/or work experience at the College. It is the policy of the College to promote an environment free from conduct that can be construed as abrasive, offensive, intimidating or minimizing to any individual's self-esteem. Harassment of any kind is not acceptable. Harassment conflicts with the philosophy and policies of NMC and will not be tolerated.

Nebraska Methodist College also will not tolerate bullying or cyber bullying, which are other forms of harassment. The State of Nebraska defines bullying as the "ongoing pattern of physical, verbal or electronic abused that occurs on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by school employee or his or her designee, or a school-sponsored activity. Electronic abuse, also referred to as cyber bullying, can include, but is not limited to the use of computers, websites, internet, cell phones, text messaging, chat rooms, and instant message to ridicule, harass, intimidate, humiliate, or otherwise bully a student."
NMC has a diverse student body and openly strives for increased cultural competence. It is against the policy of the College for any student, staff or faculty member to be subjected to attacks or comments related to any aspect of diversity. If the complaint has not been handled effectively through discussion with the offending party, it should be discussed immediately with a College administrator.

It is essential that any incidents be reported to a College administrator so that an investigation and corrective action can be taken. If you are uncertain as to whether a specific behavior constitutes harassment, please discuss it confidentially with a College counselor. This policy applies to all students, employees or other individuals including, but not limited to contractors, sales representatives, repair persons or vendors of the College.

IDENTITY THEFT

In accordance with the Fair and Accurate Transactions Act, Nebraska Methodist College has established a required Red Flags Rule/Identity Theft Prevention Program with comprehensive procedures intended to prevent, detect, and mitigate student identity theft. The detection of "red flags" is central to the program. A red flag is defined as a pattern, practice, or specific activity that indicates the possible existence of identity theft. NMC service providers (e.g., lenders, collection agency, etc.) are also required to be in compliance with the Red Flags Rule.

If a student experiences identity theft unrelated to business at Nebraska Methodist College, he or she should immediately contact the Dean of Students. A student who wishes to change his/her name or address on file at NMC should contact the Registrar's office for assistance.

INSTITUTIONAL STATEMENT ON DIVERSITY

Nebraska Methodist College is committed to creating a harmonious community characterized by awareness, integrity, cooperation, and mutual respect of diversity. We strive to identify and eliminate cultural barriers that inhibit success and to affirm, respect, and celebrate cultural differences.

MEDICAL AMNESTY POLICY

Nebraska Methodist College (NMC) encourages a living and learning environment that promotes the health and safety of all members of the NMC community. Drug or alcohol consumption--including excessive consumption, consumption of a dangerous substance, or consumption by someone with sensitivity--can cause serious physical and neurological harm or be life-threatening. As such, students are encouraged to make responsible decisions and to seek medical attention in serious or life-threatening situations that result from alcohol and/or other drug abuse; students are also encouraged to seek help for any situation where medical treatment is reasonably believed to be appropriate.

If a student is so intoxicated s/he is unable to be awakened, letting that person "sleep it off" is not a reasonable alternative to getting him/her the necessary medical help. Students may be hesitant to seek help in such emergencies because of fear of potential conduct and disciplinary consequences for themselves, the person in need of medical attention, or the organization hosting the event where the situation occurs.

If medical attention is required, students should immediately contact professional medical personnel (9-1-1) and/or Campus Security (if on campus) (402) 354-6911. A (i) student who seeks emergency assistance on behalf of him or herself, another student, or a friend experiencing an alcohol and/or other drug related emergency, as well as (ii) the individual in distress may not be subject to disciplinary action nor mandatory alcohol and other drug sanctions under the NMC Student Code of Conduct or certain provisions under the Alcohol and Drug policy, as explained below.

Purpose of Policy

NMC is committed to promoting a safe and healthy environment for all students. A medical amnesty policy benefits our campus by encouraging students to make responsible decisions in seeking medical attention in serious or life-threatening situations that result from alcohol and/or other drug abuse and in any situation where medical treatment is reasonably believed to be appropriate. If a student is so intoxicated or drugged that s/he is unable to be awakened, letting that person "sleep it off" is not a reasonable alternative to getting him/her the necessary medical help. This policy seeks to diminish fear of disciplinary and conduct sanctions in such situations and to encourage individuals and organizations to seek needed medical attention for students in distress from alcohol and drug use.
Procedure

NMC students who needed medical attention as a result of alcohol and/or illegal drug use and are considered for the Medical Amnesty Policy as determined by the Dean of Students Office are then required to meet with the Dean of Students who may then refer the student to the NMC Counseling Office. The Counseling Office, after evaluating the situation, may also refer the student to a substance abuse specialist for assessment, additional counseling, and/or possible referral for treatment. Students who are referred but fail to meet and complete the recommendations in their entirety, or students determined by a professional to be in need of a medical or mental health leave (for their own or others’ health and safety), may be subject to additional requirements after an opportunity to meet with a staff member from the Dean of Students Office.

Students who are actively enrolled in a clinical course are required to be free of the influence of alcohol and drugs. If an enrolled student reports to class or a clinical site and is suspected of being under the influence of alcohol and/or drugs, depending on the circumstance (alcohol versus drug related incident), they may be required to provide specimens for a drug or alcohol analysis in accordance with the Alcohol and Drug Policy. The Dean of Students will work with the Counseling Office to make this determination.

If a registered student is transported to an emergency medical treatment center for intoxication or drug use, the student's parents or guardians may be notified by a telephone call from the Dean of Students Office if necessary to protect the health or safety of the student or other individuals.

If the student is involved in any subsequent (i.e., repeat) alcohol and/or drug abuse incidents, the situation will be evaluated by the Dean of Students Office and/or the Vice President for Student Affairs to determine if the student qualifies for medical amnesty. The availability of medical amnesty for students with repetitive violations will be determined on a case-by-case basis. Typically, situations will be handled through the regular conduct process and will be considered for sanctioning purposes if a student does not demonstrate a commitment to the steps recommended by the health care professional and is involved in repetitive alcohol and/or drug abuse incidents.

1. The Medical Amnesty Policy applies to NMC students who initiate and seek assistance and/or medical treatment on behalf of themselves, another student, or a friend when a serious or life-threatening situation is transpiring as result of alcohol and/or drug abuse. Reporting to a clinical or practicum site while under the influence of drugs and/or alcohol where medical services may incidentally be offered during student's prescribed clinical hours, does not preclude the student from disciplinary action under the NMC Code of Conduct and/or Alcohol and Drug Policy.

2. If a representative of an NMC student organization hosting an event calls for medical assistance, this act of responsibility might mitigate potential Student Conduct Code consequences that could arise against the organization, i.e., the fact that an organization sought help will be favorably considered in potential sanctioning for NMC policy violations. NMC student organizations involved in an incident must agree to take recommended steps to address concerns. In appropriate situations as determined in the conduct process, mitigation could result in the requirement of participation in an educational program or educational activities rather than other disciplinary consequences.

3. The protocol applies only to the NMC Student Code of Conduct and Alcohol and Drug Policy, though absolutely no medical amnesty will be granted to students enrolled in a clinical course who report to any clinical or practicum site and are suspected to be under the influence of illicit drugs or alcohol. If there are any conflicts between the Alcohol and Drug Policy and the Medical Amnesty Policy, the Alcohol and Drug Policy will prevail.

4. Enforcement agencies may act within their jurisdictions in enforcing the laws enacted by the State of Nebraska, the United States, or any other state or nation where jurisdiction may be invoked.

5. The Medical Amnesty Policy applies only to individuals’ use of alcohol and drugs where medical attention is sought out and needed. It does not apply to other prohibited behaviors including, but not limited to, the illegal distribution of illicit substances, harassment, sexual violence, hazing, causing or threatening physical harm, damage to property, or assault.

Questions

Questions regarding the Medical Amnesty Policy in general, should be directed to the Dean of Students Office at (402) 354-7213.

MINORS INVOLVED IN NEBRASKA METHODIST COLLEGE PROGRAMS

Purpose and Scope of Policy:

This statement sets forth the minimum expectations and requirements regarding Minors who participate in activities and programs taking place on Nebraska Methodist College's (hereinafter "College" or "NMC") land, in its facilities, or under the authority and direction of the College at other locations. Specific NMC programs can, and may be required to, set forth more requirements and more rigorous expectations depending on the degree of interaction with Minors within the program. The College expects each and every
member of the NMC community to adhere to and act in accordance with this policy. Failure to comply with the requirements set forth in this policy may lead to disciplinary action and/or revocation of the opportunity to use College facilities.

This policy affects all units of NMC with the exception of those academic courses wherein interaction with Minors is integral to the educational and patient-care related purposes of the academic course. Such academic courses will be subject to their own policies relating to Minors.

This policy does not apply to general public events where parents/guardians are invited/expected to provide supervision of Minors.

Definitions:

1. **Minors**: A person under the age of nineteen (19) who is not enrolled or accepted for enrollment at NMC.
2. **College Facilities**: Facilities owned by, or under the control of, the College with the exception of the Whispering Pine townhomes.
3. **Program**: Programs and activities offered by various academic or administrative units of the College, or by non-College groups using College facilities which are subject to separately-executed Facility Rental Agreements. This includes, but is not limited to, workshops, conferences, pre-enrollment visits, community outreach Programs, and student organization sponsored Programs.
4. **Adult**: Individuals, age 19 and older, paid or unpaid, who interact with, supervise, chaperone, or otherwise oversee Minors in College Facilities or NMC-sponsored Programs or activities. This includes but is not limited to faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, and independent contractors/consultants.

Policy: The following requirements govern participation in Programs covered by this policy:

1. **Program Registration**: The person in charge of the Program shall register the Program with the Education Compliance Director within sufficient time to meet the requirements of this policy. (Please use the form provided on the NMC intranet under "Forms").
2. **Execute Proper Written Agreements(s)**: In all covered Programs or activities, if necessary, the parent/guardian shall execute the appropriate agreements as established by the College.
3. **Conduct Background Checks**: The coordinator of the Program, whether the Program is sponsored by NMC or a private concern, will be required to conduct a criminal background check on all Adults, including but not limited to faculty, staff, students, and volunteers, who work with, instruct, or who come into contact with Minors. These criminal background checks will be conducted by an agency approved by NMHS Human Resources or NMC Developmental Resources. If a criminal record history is revealed, an appropriate evaluation will take place. NMC also strongly encourages the coordinator of the Program to request references of any participating Adults for the purpose of providing additional information.
4. **Required Training**: In recognition of the imperative of protecting Minors, NMC requires that all Adults working with Minors be trained regarding policies and issues relating to interactions with Minors. This training shall be at least annually before an Adult begins working with Minors. Adult training shall be documented, with the Adult signing a statement indicating his/her understanding and receipt of NMC policies and procedures. This training shall include:
   1. NMC policies regarding interactions with Minors;
   2. Use of background checks to screen Adults working with Minors;
   3. Responsibility for modeling respectful behaviors;
   4. Consequences of conduct violations involving Minors;
   5. Behavioral signs that Minor victims may exhibit;
   6. Sexual abuse and sexual harassment;
   7. Inappropriate behavior with Minors;
   8. Other appropriate topics; and
   9. Reporting requirements and procedures.
5. **Behavioral Expectations when interacting with Minors**: Adults should be positive role model for Minors, and act in a caring, honest, respectful and responsible manner that is consistent with the mission and core values of NMC. Adults working in NMC programs covered by this policy must follow these expectations to avoid behaviors that could cause harm or be misinterpreted:
   1. Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material (or assist in any way to provide access to such material) with Minors.
   2. Do not be alone with a single Minor. One-on-one interactions should occur only when at least two Adults are present at all times with a Minor. If a one-on-one interaction is required, meet in open, well-illuminated spaces or rooms with windows observable by other Adults from the Program, unless the one-in-one interaction is expressly authorized by the coordinator of the Program being undertaken by a health care provider.
3. Do not meet with Minors outside of established times for Program activities. Any exceptions require the written parental authorization and must include more than one Adult from a Program.

4. Do not invite Minors to your home. Any exceptions, if any, required the written authorization by the Minor's parent/guardian.

5. Do not engage or allow Minors to engage you in romantic or sexual conversations, or related matters, unless required in the role of counselor or health care provider.

6. Do not engage or communicate with Minors through email, text message, social networking websites (e.g., Facebook, Twitter, blogs, etc.), internet chat rooms, or other forms of social media expect and unless there is an educational or Programmatic purpose and the content of the communication is consistent with the mission of NMC.

7. Do not touch a Minor in a manner that a reasonable person could interpret as inappropriate. Touching should generally only be in the open and in response to the Minor's needs, for purpose that is consistent with the Program's mission and culture, and/or for a clear educational, developmental, or health-related (i.e. treatment of any injury) purpose. Any resistance by the Minor should be respected.

8. Do not engage in any abusive conduct of any kind toward, in the presence of, a Minor, including but not limited to verbal abuse, striking, hitting, punching, spanking, or restraining. If restraint is necessary to protect a Minor or other Minors from harm, all incidents must be documented and disclosed to the coordinator of the Program and the Minor's parent/guardian.

9. Do not use, possess or be under the influence of alcohol or illegal drugs while on duty or when responsible for a Minor's welfare.

10. When transporting Minors in a Program, more than one Adult from the Program must be present in the vehicle, except when multiple Minors will be in the vehicle at all times though the transportation. Avoid using personal vehicles if possible.

11. Possession of or use of any type of weapon or explosive device is prohibited.

**Title IX: Sexual Harassment Policy**

NMC maintains and strictly adheres to its Sexual Harassment Policy. Any reports of sexual harassment, assault, or violence may also subject the violating Adult to the processes, procedures, and sanctions as provided for in the Sexual Harassment Policy. This policy can be accessed online at [www.methodistcollege.edu](http://www.methodistcollege.edu).

**Reporting Allegation(s) of Inappropriate Behavior or Abuse of a Minor**

Every member of the NMC community has an obligation to immediately report any instance or suspected instance of the abuse of or inappropriate interaction with a Minor - "If you see something, say something." Nebraska law requires any person who has a reasonable cause to believe that a child has been subjected to abuse or neglect or observes such a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, report it to the proper law enforcement agency or to the Department of Health and Human Services. Accordingly, if you have reasonable cause to believe that child abuse or neglect has occurred, including sexual assault:

1. You must report it;
2. You should give as much information and details as possible;
3. Reporting Adults are immune from liability, civil or criminal, if the report is made in good faith and not giving maliciously false statements;
4. If you willfully fail to make a report, you will be in violation of Nebraska Statute 28-717.

DHHS has established the following toll-free number to be used by any person at any hours of the day or night to report child abuse: (800) 652-1999.

Any member of the NMC community who suspects any inappropriate behavior or abuse of Minor is also required to contact and report the inappropriate behavior and/or abuse to the coordinator of the Program, a College administrator, and/or campus security.

**NON- ACADEMIC SUSPENSION/ DISMISSAL**

Students who willfully and deliberately violate College regulations or regulations of an agency while representing the College or the rights of fellow students, faculty, clients and others; who maliciously or deliberately abuse College, agency or another's property by theft or destruction; who have possession of, consume or are under the influence of alcohol or illegal drugs while on the College campus and/or at another agency; or who willfully and deliberately violate civil or criminal codes are liable to immediate suspension and/or dismissal from the College.
Suspension from classes and/or the College property may occur for a period of up to one regular semester. Students wishing to re-enroll at the end of the suspension period must notify the Vice President of Enrollment & Student Success in writing six weeks prior to the start of the semester. Dismissal will constitute expulsion from the College. Students who have been dismissed are not eligible for return or re-application.

PARTISAN POLITICAL ACTIVITY POLICY

Nebraska Methodist College ("NMC" or "College"), as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code, is prohibited from participating or intervening in any political campaign on behalf of or in opposition to any candidate for public office. Political intervention includes not only making financial contributions but also the publication or distribution of written or oral statements on behalf of or in opposition to a particular candidate. There are no exceptions to this prohibition. Even an insubstantial violation may lead to monetary fines and exposes NMC to the possibility of revocation of its tax-exempt status.

Nonetheless, NMC is dedicated to the free expression of ideas. It encourages students, faculty, and other employees, in their individual capacities, to participate fully in the political process during campaigns by candidates for public office as long as they do not—either overtly or implicitly—involve the College.

In order to permit the most robust political discourse during partisan political campaigns for public office, while at the same time ensuring NMC's compliance with state and federal law, including the applicable restrictions placed on it as a tax-exempt organization, everyone connected with NMC must observe the following rules with respect to his or her participation in national, state, or local partisan political campaign activities:

1. When endorsing or opposing a candidate for political office or taking a position on an issue for the purpose of assisting or opposing a candidate, individuals and groups within the College should undertake to make it clear that they are speaking only for themselves and that they are not stating a College position. This is particularly important for those who in their official capacity frequently speak for the College.
2. Faculty and other employees may take part in partisan political activities freely on their own time, but they must not do so at the expense of their regular responsibilities to the College and its students.
3. NMC's name or insignia cannot be used on stationery or other documents intended for political purposes, including soliciting funds for political support or carrying on a political campaign.
4. Funds or other contributions may not be solicited in the name of Nebraska Methodist College for political support or carrying on a political campaign.
5. NMC employees may not-and should not be asked to—perform tasks related to partisan political activities during working hours.
6. The following may not under any circumstances be used for political campaign purposes:
   - The College's bulk-mailing privilege;
   - College mailing lists—including the addresses and e-mail addresses of departmental offices or the offices of faculty or other employees;
   - College-provided office supplies, telephones, facsimile machines, copiers, etc.;
   - The College's sales tax exemption for purchases of goods and services.
7. Any communication disseminated through the NMC e-mail system that could be construed as relating to political activity must include a clear statement that such communication represents the personal position of the author.
8. College-related organizations composed solely of members of the College community may utilize available College building space (College facilities regularly reserved for student use and other College space such as lecture halls and meeting rooms) to engage in partisan political campaign activities within the College community,* provided that such organizations (i) pay for the costs of such activities (typically, telephones, duplicating, electricity, etc.) and (ii) pay full rental fees for the use of such facilities that they would otherwise be charged. A disclaimer should be made at the beginning of any such event (and in any printed materials or advertising) that the College does not support or oppose candidates for political office, that the opinions expressed are not those of the College, and that the College-related organization has sponsored the event. All plans, publicity, and other information relating to such activities must be approved in advance by NMC's Education Compliance Director and Methodist Health System's Vice President of Compliance. The College's outdoor grounds may not be used for partisan political events.
9. Organizations that are composed of non-College members, participants or employees, in whole or in part, are ineligible for use of College space to engage in partisan political campaign activities.
10. Certain nonpartisan political activities (such as properly organized voter registration activities, voter education programs, and candidate debates) may be permissible if they do not evidence a preference for or opposition to a political party or to candidates who have taken a particular position. In order to ensure that all legal and College requirements are followed, advance approval for these events must be obtained from (and all materials must be reviewed by) both NMC's Education

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Compliance Director and Methodist Health System's Vice President of Compliance. In addition, an announcement should be made at the beginning of each such event and in any written materials setting forth the disclaimer described in paragraph 8 above.

As noted above, these policies are not intended to infringe in any way your individual right to support a particular candidate or participate in a political campaign. You remain entirely free to become involved in the election process as you choose, so long as you do so in a way that does not—either overtly or implicitly—involve the College.

*Note, however, that when such College-related organizations engage in partisan political campaign activities aimed outside the College community, they may not utilize College space for such activities, but instead must conduct all such activities off campus.

**PEER-TO-PEER (P2P) FILE SHARING POLICY**

The Higher Education Opportunity Act of 2008 requires institutions to take steps to combat the unauthorized distribution of copyrighted materials through peer-to-peer distribution or illegal downloading of intellectual property.

**Definitions:**

Peer to Peer (P2P) file sharing programs were developed to allow distribution and/or shared access to digitally stored information, such as computer programs, multi media (music and video), documents, or electronic books.

P2P file sharing connects users to a P2P client network that provides a platform for locating and sharing files. P2P users are typically required to install a software program on their own personal computers. Well-known client networks include Bearshare, BitTorrent, eDonkey, Gnutella, Limewire, and Morpheus. Risks of installing P2P software include identity theft, damage to the computer and the files on it (pictures, documents, etc.), and the possibility that the computer could be used to send spam or attack other computers.

P2P file sharing programs are not by themselves illegal. However, when they are used in aid of violating copyright laws by sharing copyright protected files without the authorization or consent by the copyright owners, they become illegal. Most commercially produced music and movies are copyrighted and cannot be freely shared. Using P2P file sharing software to distribute copyrighted materials without the permission and consent of the copyright holder is illegal and subjects the violator to the penalties provided for in the U.S. copyright laws. Unauthorized distribution of copyrighted materials can lead to both civil and criminal penalties.

**Liability and Penalties:**

Civil penalties may include actual damages and profits, statutory damages (ranging from $750-$30,000 per work that is infringed). For "willful" infringement a court may award up to $150,000 per work infringed. A court can in its discretion also assess cost and attorneys fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five (5) years and fines of up to $250,000 per offense.

**Policy and Procedure:**

Members of the NMC community must follow institutional policies for appropriate use of technology resources as well as comply with all state and federal copyright laws. Methodist Health System (MHS) maintains the computer network that supports the academic and administrative needs of NMC students, faculty, and staff. MHS Internet Access Policy states that all users are responsible for using the network in a professional, lawful, and ethical manner. MHS, in cooperation with NMC, will monitor the use of P2P file sharing and pursue all violations of state and federal laws.

Sharing copyrighted works, as is easily done with P2P programs, also violates the MHS Internet Access Policy and NMC Code of Conduct Policy. Any NMC student, employee, or other individual will be subject to disciplinary action and elimination of internet access upon violation of this policy.

Sharing digital files (such as music, movies, television shows, games, computer software, text, e-books and photographs) under any of the following conditions constitutes copyright infringement

1. You did not create the original work
2. The work is not in the public domain
3. You do not have permission to share the work

Beyond the personal risks of P2P file sharing, the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) vigorously pursue infringements of copyrights owned by their individual members, as is their right
under the Copyright Law of the United States. Under the Digital Millennium Copyright Act of 1998 (DMCA), NMC is required to cooperate in the pursuit of alleged violators. NMC is under no obligation to accept responsibility for, or to help defend, the activities of students engaged in illegal file sharing.

**File Sharing Legal Alternatives**

The Higher Education Opportunity Act requires all colleges and universities, including NMC, to offer legal alternatives to illegal file sharing (See [http://wheatoncollege.edu/technology/started/networks-wheaton/legal-downloading/](http://wheatoncollege.edu/technology/started/networks-wheaton/legal-downloading/)). No endorsements or evaluations are implied.

**Removing P2P Programs**

To remove P2P file sharing programs from a computer, consult directions for removing P2P software. (See [http://wheatoncollege.edu/technology/started/networks-wheaton/remove-file-sharing-programs/](http://wheatoncollege.edu/technology/started/networks-wheaton/remove-file-sharing-programs/)).

**PET POLICY**

The following policy has been established to provide for the health and safety of NMC students, faculty, staff and visitors; for the protection, efficient use and enjoyment of the College’s property and for the responsible management and operation of the College. With the exception of service animals and approved therapy or support animals, pets are not permitted on the Nebraska Methodist College campus.

**Reporting Incidents**

If you experience an animal bite please seek medical attention immediately. Incidents of animal bites should be reported to Campus Security within 24 hours. The incidents will be investigated on an individual basis by a Campus Security. NMC reserves the right to pursue the matter through legal channels.

**PHOTOGRAPHY POLICY**

All students are advised that NMC programs including, but not limited to, the Center for Health Partnerships, Upward Bound, and student organizations, take photographs and videos of students throughout the year. These photographs and videos often depict students in classrooms, study areas, graduation activities, and at other NMC related activities. NMC reserves the right to use these photographs and videos as a part of its publicity efforts, including, but not limited to, alumni newsletters, social media posts, and the NMC blog without providing the student or alumni compensation.

NMC Marketing also takes and uses professional photographs, videos, and testimonials of students for general and specific publicity and marketing efforts. Students who are asked to participate in NMC Marketing activities will be required to complete a Photo/Video/Testimonial Release Form before participating wherein they agree to NMC using, reusing, publishing, or republishing their photograph, image, likeness, voice, and any oral or written statement, regardless of format, which may include print, broadcast or electronic media, for commercial and marketing purposes without compensation.

**RESOLUTION PROCESS FOR NON-ACADEMIC STUDENT CONCERNS**

The purpose of the resolution process is to provide a process for an impartial review and to ensure that the rights of all students are properly recognized and protected. Such review will be accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, and shall allow the parties involved to participate. All parties will be expected to act in a professional and civil manner.

Nebraska Methodist College is required to share with its accreditor information about written complaints received from students. However, the information shared relates to the nature of the complaint and does not include the identity of the student(s) who submitted the complaint. Therefore, the identities of students who submit written complaints remain anonymous to the accreditor.

The Vice President for Student Affairs is responsible for the administration of the Student Code of Conduct and the Resolution Process. Changes to the resolution processes due to unforeseen obstacles (e.g., unavailability of an involved party, legitimate need for waiver of time constraints, etc.) must be approved by both the appropriate Academic Dean and the Dean of Students. Nonacademic
decisions made by any officer of the College (the President or a Vice President) are final and are not subject to the resolution processes.

**Resolution Process:**

The student must initiate step one of the resolution process no later than one month from the occurrence of the action being appealed.

**Step 1:**

The student will discuss the concern with the involved faculty or staff member to find a solution. If a satisfactory resolution is not reached, the student will initiate step two. In the attempt to resolve the matter with the involved faculty or staff member, the student may consult the Program Director or Dean of Students.

**Step 2:**

Failing to resolve the concern at step one, within five working days of the meeting outlined in step one, the student shall submit a notification letter to the appropriate Academic Dean for academic issues and to the Dean of Students for nonacademic issues:

- the statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated;
- the remedy sought by the student; and
- the student's statement or actions, if any, during or after the consultations under step one.

The notification letter will be presented within three working days to the Deans Council (Dean of Students, Dean of Arts & Sciences, Dean of Health Professions, and Dean of Nursing), in order to determine if a formal appeal is warranted. A formal appeal is warranted if it is determined by the Deans Council that the involved party may have acted arbitrarily, capriciously or applied unequal application of written policies or procedures. Examples of situations that do not warrant a formal appeal include situations that are applied equally and fairly to all students, such as course policies, teaching and/or learning styles, differing personalities, and physical or psychological environment. **Note: Sexual harassment/misconduct complaints are handled under a separate process.**

If a formal appeal is warranted, a meeting/mediation with the student, the Dean of Students, the involved faculty, and the appropriate Academic Dean or designee will be scheduled by the Dean of Students to take place no later than ten working days after the submission of the notification letter. The Academic Dean or designee will communicate a decision to the student within three working days of the meeting. If the student is not satisfied with the outcome of step two of the resolution process, the student has the option of initiating step three.

If it is determined by the Deans Council that a formal hearing is not warranted, the student's only remaining option is to file a formal complaint with the appropriate Vice President. After the filing of this complaint, no further judicial action is available.

**Step 3:**

Within five working days of the communication from the Academic Dean or designee, the student will inform the Dean of Students if he or she intends to pursue step three of the resolution process. The student shall provide as part of the appeal complete copies of all materials associated with steps one and two. If the student decides to pursue step three, a meeting with the Dean of Students will initially be scheduled so the Dean of Students can advise the student on the application process to initiate a Judicial Review Board meeting.

- The application must be submitted by the student to the Dean of Students within five working days of obtaining the application.
- The Dean of Students will determine the appropriateness and involvement of witnesses. Witnesses may be submitted for consideration up to three working days before the hearing. Judicial Review Board members will know the names of both parties' witnesses prior to the hearing.
- The Dean of Students will finalize the date for the Judicial Review Board meeting within five working days of receipt of the student's application.

The decision of Judicial Review Board will be communicated in writing to the student and other appropriate individuals within five working days of the Judicial Review Board meeting. The decision of the Judicial Review Board is final and not subject to further appeal.
SAFETY POLICIES

The safety and wellbeing of the NMC community is the overarching goal of the NMC Emergency and Safety Procedure Manual. However, the existence of policies and procedures is of limited value without the active support of the students, faculty, and staff. Everyone at NMC should be prepared to take appropriate and deliberate action when an emergency arises. Safety is everyone's responsibility!

In addition to emergency procedures, prevention is a critical factor in any emergency plan. Faculty, staff, counselors, and students are in the best position to identify and react to any warning signals or potential dangers and must take personal responsibility for reporting concerns. These could range from safety concerns in a laboratory to unusual or suspicious behavior. It is through a trust-based partnership among administration, faculty and staff, and students that our campus can remain safe and focused on education.

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (ADA SECTION II/ SECTION 504 OF THE REHABILITATION ACT)

Nebraska Methodist College is committed to full compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 by providing equal opportunity and reasonable accommodations to qualifying students with disabilities. Students, faculty, staff, and administration all play a role in ensuring that reasonable and appropriate accommodations are provided in a timely and effective manner.

It is NMC’s policy that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities be excluded from participation in, be denied benefit of, or be subject to discrimination in any program or activity offered by NMC. NMC endeavors to provide qualified students with disabilities equal access, not advantage, to the College’s educational opportunities, facilities, programs and activities in the most integrated setting appropriate to the needs of the individual.

It is the student’s responsibility to request accommodations. It is only through the student’s voluntary disclosure of disability and request for accommodations that NMC can support the student’s disability needs. For more information about how to request accommodations, please contact Nadira Ford-Robbins, Coordinator of Academic Success at (402) 354-7029 or Nadira.Ford-Robbins@methodistcollege.edu.

- Definitions
  - Individual with a disability. Someone with a physical or mental impairment that substantially limits one or more major life activities. Physical impairments include, for example, specific learning disabilities, emotional or mental illness, blindness and visual impairments, deafness and hearing impairments, mobility impairments, and some chronic illness.
  - Major life activity. Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. A person is considered to be an individual with a disability and protected by law if/she has the disability, has a record of having the disability, or is regarded as having the disability.
  - Qualified student with a disability. An individual who, with reasonable modifications or accommodations (if necessary) to rules, policies or practices, the removal of barriers, of the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs and activities.
  - Accommodation. A change in the status quo. A reasonable accommodation in the student setting is a modification or adjustment to a class or program that allow the person with a disability to participate as fully as possible in the programs and activities offered by NMC.

- Responsibilities of Student
  - Initiate the request process with the Coordinator for Academic Success. It is only through the student’s voluntary disclosure of disability and request for accommodation that NMC can support student’s disability needs.
  - Provide documentation of the disability if necessary and provide other relevant information (e.g., as to specific modification requested)
  - To deliver modification letters to course instructors, if relevant and necessary for the modification
  - To notify the Coordinator of any pertinent changes each semester
  - To work cooperatively with the Coordinator.

- Disclosure of Disability and Request for Accommodation
Consideration for services or accommodations is initiated by a student’s disclosure of a qualified disability and request for services or accommodations. NMC encourages that disclosure of disability and requests for services or accommodations be made early (prior to the start of the semester or very early in the semester) to the Coordinator to allow time to review requests and documentation and make proper arrangements. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner.

Students may disclose their disability and request services by contacting the Coordinator; however, students must meet with the Coordinator in person to determine the appropriateness of the request. NMC will respond to student’s request in a timely and reasonable manner, but no longer than two (2) months or sixty (60) business days from the time of the request, unless extenuating circumstances exist.

Faculty/professional staff may, in collaboration with student, refer student to the Coordinator for Academic Success if they believe that a student has a disability that qualifies them for accommodations. The referral may be in the form of a student exploring personal learning concerns, staff member encouragement based upon student expressed concerns, or a faculty-generated student contract from a specific course.

**Documentation**

- When making an accommodation request, student may be required, at NMC’s request, to provide documentation from qualified professionals (e.g., physician, psychologist) that establish the nature and extent of the disability, that the student has a current need for accommodation, and the basis for the diagnosis and dates of testing. Any documentation submitted must be current. Whether or not documentation is current will depend on the nature of the disability. (See “Documentation for Students with Disabilities” for further documentation requirements)

- Documentation may serve to demonstrate a student’s need for accommodation in order to assure equal access. Documentation may also serve to demonstrate the existence of a disability, affording the promise of nondiscrimination under ADA and Section 504. The type of documentation will vary according to disability. Examples include, but are not limited to: a psycho-educational or neuropsychological assessment for learning and other cognitive disabilities, a psychiatrist’s report for psychological disabilities, a letter from a doctor or other specialist for physical and most other disabilities. Documentation must demonstrate that the physical or mental disability creates a substantial limitation to a major life activity to establish eligibility protection under the law.

**Confidentiality**

- Documentation of a student’s disability is maintained in a confidential file in the office of the Coordinator of Academic Success. This documentation is considered a “treatment record” and not part of the student’s education record.

- Confidential records are held and maintained by the Coordinator on the behalf of the institution. All information related to a disability is confidential and may be disclosed only with the permission of the student or otherwise as permitted by the Record Retention policy and state and federal laws.

**Determining Accommodations**

- Disability documentation is used to determine eligibility for services and to establish a current need for accommodations.

- Accommodations are determined on a case-by-case basis taking into account the learning needs of the students, the requirements of the learning task, the course standards and essential requirements, and the educational environment.

- The determination of an appropriate and reasonable accommodation revolves around the interaction between the individual and NMC. Specifically, accommodations are determined by the Coordinator in consultation with the student and input from the faculty, as needed. The Coordinator has been designated by the College, and its administration, as the principle person with the responsibility/authority to determine disability-related accommodations.

- The College need not give primary consideration to a specific accommodation request by a student. However, based on the legislative history of the ADA, the Coordinator will do their best to consult with the student when determining an appropriate accommodation(s).

- If student submits documentation from a qualified health professional showing a medically diagnosis, the diagnosis is neither necessary nor controlling in determining student’s disability status, but a factor in the evaluation process. At the discretion of the Coordinator, student may be required to undergo additional evaluations if needed to effectively collaborate with the student in securing appropriate learning strategies. Student will not be entitled to selecting a specific evaluator.

**Implementing Accommodations**
Faculty, staff or the Coordinator is responsible for the implementation of the accommodation identified by the Coordinator. Faculty and staff are required to support approved accommodations.

Faculty will be notified of approved accommodations through a written letter which will be provided to the qualified student outlining the students accommodations based upon their eligibility under ADA and Section 504.

A student who believes that approved accommodations have not been provided appropriately is encouraged to schedule a meeting with the Coordinator to explore the matter and identify a resolution. (See also, Student Appeal)

- **Testing Accommodations.**
  - Accommodations, including alternative testing formats, may be provided by the Coordinator, faculty, or staff, including, but not limited to, recommendations and/or requirements for successful comprehensive student learning.
  - If an alternative testing format is deemed most appropriate to accommodate the student, the student will be required to notify the necessary instructors by submitting to them an “Alternative Test Request Form.” The instructor and the Coordinator will make the appropriate arrangements to implement the alternative testing procedures.

- **Reassessment and Review.**
  - At the inception of each semester in which the student is enrolled, the student and the Coordinator will reassess the accommodation plan.
  - Student will be entitled to reasonable accommodations until they are determined ineligible through the periodic re-evaluation process.

- **Denial of Accommodation.**
  - NMC reserves the right to deny services or accommodations in the event documentation does not comply with the criteria of the ADA or Section 504, or documentation is out-of-date or incomplete.
  - If the student submits documentation that does not support or prove the existence of a disability or the need for an accommodation, the student will be so advised. Student may be given the opportunity to supplement the initial documentation with further documentation from a qualified professional.
  - NMC is not required to provide an accommodation that compromises the essential requirements of a course or program, imposes an undue financial burden based on NMC’s overall institutional budget, or poses a threat to the health or safety of the student or others.
  - If student refuses to consent to the Coordinator of Academic Success determining whether student has a qualified disability, student will not be considered disabled.

- **Student Appeal.**
  - A student who disagrees with the determination of eligibility or accommodation made by the Coordinator is encouraged to schedule a meeting with the Coordinator to explore other options or resolved the matter informally.
  - A student who disputes the determination by the Coordinator regarding the existence of a disability or denial of an accommodation may file a written complaint with the Dean of Students within thirty (30) days of the date of the Coordinator’s determination. The decision of the Dean of Students shall be final.

- **Temporary Disabilities.**
  - NMC recognizes that individuals with temporarily disabling conditions that are result of injuries, surgery or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities include, but are not limited to: broken limbs, hand injuries, or short term impairments following surgery or medical treatments.
  - To receive accommodations for a temporary disability, the student must contact the Coordinator for Academic Success and provide the appropriate documentation to him/her. The documentation must indicate the type of disability, severity, limitations, prognosis, and estimated duration of the disabling condition.
  - Documentation must be recent enough to identify current limitations. Additional documentation may be requested to verify continued services after the estimated duration of the condition has expired.
  - The Coordinator will work with the student to determine the appropriate accommodations and to discuss the process. In situations where accommodations are needed immediately but documentation may not yet be available, the Coordinator will make every effort to work with the students to provide accommodations.
**SOCIAL MEDIA POLICY**

NMC supports the use of social media to reach audiences important to the College such as students, prospective students, faculty and staff. The College presence or participation on social media sites is guided by College policy. This policy applies to all use of social media by NMC students, faculty and staff, unless otherwise provided, to represent or discuss matters concerning the College and/or members of the NMC community, whether or not such use involves the College's network or other computer resources, including online communications related to interactions in or about clinical and didactic course activities. Please read the entire Online Communications Policy located on the NMC website.

**STUDENT HEALTH POLICIES**

The health of our students is very important to success in and out of the classroom. All students must maintain and adhere to the student health policies and procedures. Please see detailed policies located on the NMC website.

**STUDENT PROPERTY AND LIABILITY POLICY**

The College does not assume any liability for loss, damage, or injury resulting from theft, explosion, fire, mechanical failure of either gas or water lines, loss of electricity, defective wiring, or negligence of any occupant of the building. It is strongly urged that students purchase appropriate insurance policies to protect themselves from loss or damage to personal possessions.

All students participating in off-campus programs and/or activities sponsored by the College are required to sign and submit a waiver of liability and hold harmless agreement.

**STUDENT RIGHTS AND RESPONSIBILITIES**

All members of the academic community have the responsibility to create and support an educational environment which will achieve the basic purposes of an institution of higher learning. Each member of the community should be treated with respect and dignity. Each has the right to learn which imposes a duty not to infringe upon the rights of others.

The academic community environment is designed to encourage a variety of thoughts, behaviors, and values within the educational goals of the community. An important aspect of the community is the recognition of differences between individuals. In all instances, including informal College activities and associations, each individual should be treated in a fair and unbiased manner. Each member of the academic community shall actively encourage practices that insure that all persons are welcome at the College and are extended all the privileges of the academic community to which they are entitled.

Decisions of the U.S. Supreme Court, while guaranteeing a student's freedom, have assigned two responsibilities to a student that are congruent with the First and Fourteenth Amendments of the United States Constitution:

- **First Amendment**: Students have a right to free speech and to assemble and petition to air grievances. Students may not interfere with another person's right to participate or decline to participate in this manner. Students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in a classroom should contribute to the learning process.

- **Fourteenth Amendment, Section 1**: Students may not "materially or substantially" interfere with the requirement of appropriate discipline in the operation of a school. Violations of these constitutional amendments are subject to disciplinary action.

**TOBACCO- FREE ENVIRONMENT**

**Purpose**: To provide a healthy campus environment, to promote healthy lifestyles, and to improve the quality of life for our community.

**Policy**: In accordance with Methodist Health System policy and efforts to promote and encourage healthy lifestyles, Nebraska Methodist
College is a tobacco-free environment. Use, sale or distribution of tobacco products is prohibited inside and outside all buildings on the NMC campus and in private vehicles parked on College property. In addition, tobacco use is prohibited at all College sponsored off-campus events or at off-campus property owned by the College, including the Alumni Center.

Tobacco products include, but are not limited to, cigarettes, artificial or stimulated smoking devices (electronic cigarettes, etc.), cigars, chewing tobacco, hookah-smoked products, clove cigarettes, cigarillos, and pipe smoking. Individuals covered by the tobacco-free policy include, but are not limited to, students, employees, visitors, vendors, leased tenants, and contractors. Tobacco industry and related company sponsorship of campus groups, events, individuals, and departments is prohibited. This includes scholarships, sponsorship of faculty positions, and recruiting for employment.

NMC students, employees, and visitors are expected to be good neighbors by refraining from using tobacco products on the property of nearby businesses and residences.

**Unauthorized Access Policy**

Unauthorized access is defined as gaining access to space, materials and information without the consent and permission of designated personnel who have responsibility for the specified space, materials and information. In accordance with College policies and rights to privacy, only authorized personnel may have access to designated College space, materials and information. Authorized personnel include designated personnel with responsibility for the specified space, materials and/or information and students and College employees who have obtained permission and consent from designated personnel.

Unauthorized entry or use of College facilities (including residence hall and/or resident rooms, either through forced entry or other means), the reproduction or unauthorized use of College keys, unauthorized accessing, destruction of or interference with computer programs, data bases, files or information stored in College computer systems is prohibited. Further inappropriate use of a computer system and/or medical records at any clinical site for the purpose of accessing a patient's protected health information is prohibited. Students violating this policy are subject to disciplinary action.
Academic Policies

The Vice President for Academic Affairs (VPAA) is the official representative of the College in matters pertaining to the scholastic life of the student body. Regulations made by the VPAA in addition to, in abrogation of, or in interpretation of the following regulations have the same force as the regulations themselves.

In case of discrepancy between the College catalog and other publications or academic information provided by any faculty or staff member other than the VPAA, the catalog takes precedence.

The College reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings. Students withdrawing from the College completely for a period of one calendar year or more are bound by the catalog in effect when they re-enter.

It is the responsibility of each student to be acquainted with all requirements for his or her degree program and to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy or disagreement, the regulations and requirements stated here and any subsequent modifications or interpretations by the Vice President for Academic Affairs will prevail.

In many situations related to academic issues, the Vice President for Academic Affairs has delegated decision-making authority to the Council of Academic Deans. The Council of Academic Deans is comprised of the Deans of Nursing, Health Professions, and Arts & Sciences. The Council of Academic Deans is authorized to make decisions for the Vice President for Academic Affairs, with the same authority as the Vice President for Academic Affairs. The Vice President for Academic Affairs retains the right to rescind the authority of the Council of Academic Deans at any time.

ACADEMIC CALENDAR, HOLIDAYS AND RECESSES

Students should be advised that the Academic Calendar may vary among programs and ground versus online courses. The on campus and online academic calendars are posted to the College website. Calendars for specific academic programs can be obtained from the respective Program Director or Dean.

Students of all races, cultures and heritages bring to the College a rich and valuable perspective. We welcome the attendance of all students and will endeavor to be supportive of various faiths and practices. Although the designated holidays for the College are New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day, we expect that students of various faiths will request excused absences for other religious holidays. Please direct requests to the instructor. Refer to the Academic Calendar for specific recess periods.

ACADEMIC ENROLLMENT STATUS

Student enrollment status at the college is classified as active or inactive.

Active Status

Active students are:

Clock Hour Certificate (Medical Assistant) Students:

- Full-time when enrolled in a minimum of 240 clock hours per term.
- Part-time when enrolled in fewer than 240 clock hours per term. However, as long as medical assistant students are pursuing at least 12 clock hours per week (120 clock hours per term), they are treated like full-time students.

Undergraduate Certificate and Degree Students (not including accelerated BSN and Medical Assistant students):

- Full-time when enrolled in a minimum of 12 credit hours per semester.
- Part-time when enrolled in fewer than 12 credit hours per semester.

Undergraduate Accelerated BSN Students:
• Full-time and part-time definitions are based on a federal formula and vary by term. For 2015-16, the expected enrollment levels are as follows:
  o Full-time when enrolled in a minimum of 13 credit hours in the first spring semester of the program.
  o Part-time when enrolled in fewer than 13 credit hours in the first spring semester of the program.
  o Full-time when enrolled in a minimum of 10 credit hours in the summer semester.
  o Part-time when enrolled in fewer than 10 credit hours in the summer semester.
  o Full-time when enrolled in a minimum of 14 credit hours in the fall semester.
  o Part-time when enrolled in fewer than 14 credit hours in the fall semester.
  o Full-time when enrolled in a minimum of 9 credit hours in the final spring semester of the program.
  o Part-time when enrolled in fewer than 9 credit hours in the final spring semester of the program.

Graduate Students:

• Full-time when enrolled in a minimum of six credit hours per semester.
• Part-time when enrolled in fewer than six credit hours per semester.

Inactive Status

Students are classified as inactive when they do not register for and enroll in at least one course per semester or term.

ACADEMIC HONORS

Honor Roll

Upon completion of a term, all certificate students earning a grade point average of 3.75 or above will be listed.

Dean's List

All full-time undergraduate students earning a semester grade point average of 3.75 or above will be listed. Students with an incomplete on their semester grade report are not eligible for the list.

Graduation Honors

Graduates with an Associate Degree or a Certificate in Medical Assistant will be awarded honors based on cumulative grade point averages as follows:

Highest Distinction 3.87 - or above
Distinction 3.64 - 3.86
Honorable Mention 3.50 - 3.63

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

Summa Cum Laude 3.87 - or above
Magna Cum Laude 3.64 - 3.86
Cum Laude 3.50 - 3.63

Graduates who complete exemplary portfolio and portfolio presentation will be enrolled in the Educated Citizen Honor Society.
ATTENDANCE AND COURSE PARTICIPATION POLICY

Students are expected to be prompt and attend all classes and clinical/practicum experiences in their entirety. Instructor expectations for attendance will be made available to the students in writing via the course syllabus during the first week of class. Extenuating circumstances will be dealt with on an individual basis.

On-line Course Participation Policy

Regular and substantive interaction between students and faculty in distance education programs is required by the US Department of Education. Student eligibility for financial aid will be based on the following criteria:

1. Students must demonstrate activity in the course within 48 hours of the course start date. All courses begin Monday at 12:01am Central Standard Time, therefore the 48 hour period during which activity must be initiated ends at 11:59pm Tuesday. For financial aid purposes, any activity prior to the actual course start date will not be considered as demonstrated activity.
2. Activity must be demonstrated by logging into the course and completing one or more of the following academically related activities:
   - downloading or viewing the syllabus,
   - reviewing course material,
   - submitting an assignment,
   - taking a quiz or exam,
   - participating in an online discussion related to the course content,
   - initiating contact with the faculty to ask a question about the academic subject studied in the course.
3. Students who feel they are unable to complete the course or have decided to drop the course must initiate the official drop process by contacting their advisor within the 48 hour period (as described above) to be eligible for full tuition refund. A course dropped within the first 48 hours does not show on the student's academic transcript.
4. Students who do not drop the course and do not demonstrate activity in the prescribed period of time will be administratively withdrawn from the course 48 hours after the course start date. The student will be responsible for the full course tuition, will be ineligible to receive financial aid for the course, and will receive a grade of "W" for the course on his/her academic transcript.
5. Students who initiate attendance during the first 48 hours of the course may withdraw from the course with a "W" if the withdrawal date is on or before 55% of course completion, or 5:00 PM Friday on week 3 of a 5 week course. After this date students will receive a grade of "WF".
6. Students who initiate attendance during the first 48 hours but later fail to participate in the course for 14 consecutive days will be considered to have withdrawn for financial aid purposes, though they may still receive a grade of "F" for the course. The faculty is not required to administratively drop a student in this situation.

Student eligibility for financial aid will be based on the above criteria. Financial aid recipients should review the financial aid policies related to Refunds & Withdrawals, Treatment of Aid When a Student Withdraws, and the Financial Aid Satisfactory Academic Progress Policy for further information on the consequences of dropping/withdrawing from a course or failing to initiate or maintain participation in a course.

CAMPUS CLOSURE POLICY

Below are Nebraska Methodist College’s policies and procedures related to adverse weather, utilities failure, and other emergencies and the announcement of class delays or cancellation. Students, faculty and staff are encouraged to review the policies and procedures before the onset of adverse weather, utilities failure, and other emergencies in order to be familiar with how the College operates in the event of inclement weather and where to go for announcements concerning class delay or cancellation.

Nebraska Methodist College primarily serves students in the greater Omaha area, but also has many students throughout Nebraska and nationwide online. Because of this geographical diversity it is impossible for the College to make effective emergency closure decisions for all geographic areas reached by the College. The College will be as comprehensive as possible when making announcements concerning emergencies, but the ultimate decision for safety rests with the individual student, faculty or staff member. If the adverse weather, utilities failure or other emergency, which has caused the College to close or delay opening, you are expected to work or attend clinical as normally scheduled. If necessary, students please contact your clinical instructor or coordinator for further instructions.
Nebraska Methodist College expects to remain open and conduct on-ground and off-campus classes according to the regular schedule. Even if public schools are closed, the College will likely remain open. Therefore, please plan accordingly. Faculty and staff are to report to the College or clinical site when able, but the ultimate decision concerning personal safety in adverse weather is the responsibility of the individual. Students, faculty, and staff should take normal precautions regarding their ability to travel safely to the campus, clinical site, or college-related function.

Policy and Procedure:

When adverse weather, utilities failure, or other emergencies exist, the decision to alter class schedules or College operations will be made by the College President or the President’s designee. The College announces delays and closings by 5:00 a.m. whenever possible. In the event that inclement weather, utilities failure, or emergency exists, one of three options may be invoked: 1) Two-Hour Delay, 2) College Closed—Classes Cancelled or 3) College Closed—Classes Cancelled and Only Essential Personnel Report.

It is the responsibility of each individual to learn about announcements of closing or delays when adverse weather, utilities failure, or other emergencies exist. Delays and closings will be communicated by e2Campus, the "College Hot Line" voice mail at (402) 354-7222; local radio and TV stations may also be notified of the event and may broadcast the news of the College closing. Students are not to report to the College if it is declared closed, as college closure includes all day and evening ground-based classes, clinical, and laboratory sessions for the calendar day. Departmental and program guidelines apply to specific clinical attendance. Refer to the emergency communication plan on the College website www.methodistcollege.edu and program handbooks for more information.

1. Two-Hour Delay

To further clarify, College delays and closings reported by the local radio and TV stations are submitted through systems where the only options are “two-hour delay” or “closed”. A two-hour delay is interpreted as 10:00 a.m. since the College officially opens for business at 8:00 a.m. However, administrative personnel are aware that there are early clinical start times for nursing and health professions programs and as well as some 7:00 a.m. classes. Please verify exact start times with your instructors.

For a two-hour delayed start at 10:00 a.m., please report to wherever you normally would be at 10:00 a.m. that day — even if that is in the middle of a class with a 9:30 start time. Please note, only classes that end before 10:00 a.m. are cancelled entirely.

Delays for any evening classes or events will be announced by 4:00 p.m. on the day of the classes.

Commuters, particularly those commuting from outlying areas, should exercise personal judgment concerning road conditions regardless of College announcements.

2. College Closed—Classes Cancelled

When the College is affected by adverse weather, utilities failure or other emergencies, classes may be cancelled. Classes cancelled means that all classes for students and faculty are cancelled, including evening classes and College-sponsored activities. Students are not to report to the College if it is declared closed. College personnel, including faculty and staff, should report as normally scheduled. However, commuters, particularly those commuting from outlying areas, should exercise personal judgment concerning road conditions regardless of College announcements and communicate with their supervisor.

For clinical, students are to follow guidelines within their program handbook. If the clinical experience is supervised by a College faculty clinical instructor, your clinical is cancelled. If the clinical is supervised by a preceptor associated with the clinical facility, and not College faculty, you are allowed to attend clinical with permission from your clinical coordinator and the clinical site and at your discretion for safely traveling to and from the clinical site.

Please note, employees and students who work or attend clinical in locations not affected by the adverse weather, utilities failure, or other emergency, which has caused the College to close or delay opening, are expected to work or attend clinical as normally scheduled. Employees contact your program supervisor for further instructions. Students contact your clinical coordinator for further instructions.

Missed work due to extreme travel hazards:

College employees are to report to the College or clinical site when able, but the ultimate decision concerning personal safety in adverse weather is the responsibility of the individual. According to the Methodist Health System Paid Time Off policy, employees are encouraged to accumulate and save some PTO in the event of an unexpected absence. If adverse weather conditions create
extreme travel hazards for employees traveling to or from the workplace, the employees should make every effort to notify their
departamental supervisor. If the employee is unable to make it into work, the advance notice requirements for use of time off will be
waived.

Non-exempt employees (Hourly):

Non-exempt employee status is based on the employee’s position and communicated to an employee at the time of hire. Non-exempt
employee status means that the employee is subject to state and federal wage and hour laws. If the College has cancelled classes, but
operations run as scheduled employees are expected to make reasonable effort to maintain their regular work schedules, but are
advised to avoid undue risks in traveling. If the non-exempt employee is unable to make it to work, the non-exempt employee at their
option may:

- Take an absence of less than four hours as PTO or without pay;
- Take an absence of an entire shift of four hours or more as accumulated PTO. However, worked hours plus PTO
taken, should not exceed the employee’s weekly scheduled hours for the position in which the PTO is used; or
- With supervisory approval, make up the work on an hour-for-hour basis during the same week so that the employee
will not suffer loss of pay.

Exempt employees (Salaried):

Exempt employee status is based on the employee’s position and communicated to an employee at the time of hire. Exempt employee
status means that the employee is exempt from certain state or federal wage and hour laws. If the College has cancelled classes, but
administrative operations run as scheduled employees are expected to make reasonable effort to maintain their regular work schedules,
but are advised to avoid undue risks in traveling. If the exempt employee is unable to make it to work, the exempt employee may:

- Take absences of less than four hours as PTO (if available);
- Charge absences of four or more hours to available PTO; or
- With supervisor approval, use accrued compensatory time or work from home. No salary reductions will be made
for any absence of less than one day, unless the absence meets the criteria for Family Medical Leave. (See MHS
Family Medical Leave policy.)

Faculty employees:

Nebraska Methodist College defines a faculty member as a non-classified employee of an institution of higher education. Faculty
employee status is communicated to an employee at the time of hire. If the College has cancelled classes, but administrative operations
run as scheduled, faculty are expected to make reasonable effort to maintain their regular work schedules, but are advised to avoid
undue risks in traveling. If the faculty employee is unable to make it to work, the faculty employee may work from home with
approval from their supervisor.

3. College Closed—Classes Cancelled and Only Essential Personnel Report:

In extremely rare cases, the College will officially close due to adverse weather, utilities failure or other emergencies. When the
College is officially closed, all classes are cancelled and administrative operations of the College are also suspended. For the College
to officially close conditions at the College and/or immediate surrounding areas are extremely dangerous or the College is in a non-
functioning condition. Such closings may be for an entire or partial day/evening.

On those days when the College is officially closed, only essential personnel will report for work. Non-emergency College
personnel are not required to work. Essential personnel are those needed to maintain College and student safety and security and
different emergencies may require different personnel. Some employees due to the nature of their jobs and/or area of expertise
will be designated essential personnel and will be identified as such by their supervisor.

Non-exempt employees not deemed essential personnel at their option may either be absent without pay, use accrued PTO, or with
supervisory approval, the work may be made up on an hour-for-hour basis during the same week so that the employee will not suffer
loss of pay. Because of state and federal wage and hour laws, non-exempt employees are not to work from home. Exempt employees
not deemed essential personnel may use either accrued PTO, or with supervisor approval, use accrued compensatory time or work
from home. Faculty not deemed essential personnel may work from home with approval from their supervisor.
ACADEMIC INTEGRITY

SECTION I: Expectations of the College

Fundamental to our mission, our core values, and our reputation, Nebraska Methodist College adheres to high academic standards. Students of NMC are expected to conduct themselves in a manner reflecting personal and professional integrity. Academic honesty is fundamental to the integrity of professionals. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the College. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. At a minimum, NMC expects that a student will complete any assignment, examination, or other academic endeavor with the utmost honesty, which requires the student to:

- Acknowledge and adhere to the expectations and guidelines in the syllabus or instructions on assessments as determined by the faculty member
- Acknowledge the contributions of other sources to their scholastic efforts
- Complete all academic work independently unless otherwise instructed by faculty
- Follow instructions for assignments and examinations as determined by faculty
- Avoid engaging in any form of academic dishonesty on behalf of themselves or another student
- Ask faculty for clarification if there are any questions

SECTION II: Scope, Limitations, and Applicability

This policy is for academic integrity violations occurring in or because of academic coursework and activities associated with taking and completing for-credit courses at Nebraska Methodist College. The NMC College Code of Conduct applies to non-academic offenses.

SECTION III: Violations of Academic Integrity

An academic integrity violation includes, but is not limited to:

A. Falsification or Fabrication: Making any oral or written statement, which the individual knows, or should have known, to be untrue. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information. Examples include, but are not limited to:
   1. Making a false statement to faculty, College employees, fellow students, or clinical agency personnel.
   2. Submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, citing nonexistent articles, contriving reference sources.
   3. Giving a false excuse for missing an examination, quiz, or assignment deadline.
   4. Falsely claiming to have submitted a paper or assignment.

B. Cheating: Using or attempting to use unauthorized assistance, material, device, or a study aid in an examination or other academic work, or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Examples include, but are not limited to:
   1. Copying from another student’s paper or copying another student’s answers during individual quizzes or examinations.
   2. Using an unauthorized aid, material, or electronic device (e.g., cell phone or tablet) during an examination, quiz, or assignment.
   3. Altering a graded exam and resubmitting it for a better grade.
   4. Buying, selling, possessing, soliciting, transmitting, or using material purported to be the unreleased content of any assignment, including examinations and quizzes.
   5. Bribing or soliciting any person to obtain or to provide any information relating to examinations, quizzes, or other assignments.
   6. Acting as a substitute for another person during an examination or other assessment.

C. Collusion and/or Complicity: Collaborating with another student without instructor approval on any examination, any quiz, any patient care documentation or assignment, any computer or laboratory work, or any other assignment. Collusion includes the
exchange of materials or ideas verbally or non-verbally. Complicity includes helping or attempting to help another student to commit an act of academic dishonesty.

D. **Plagiarism:** Using the ideas, data, or language of another without specific or proper acknowledgment in written or oral academic work. Examples include, but are not limited to:
1. Quoting word-for-word from a source without using quotation marks, footnotes, references, or appropriate citation.
2. Summarizing and paraphrasing ideas without acknowledging the source.
3. Submitting work for credit that has not been written by the student, including, but not limited to materials from an online source, a paper that has been written by another person, or a paper that has been obtained from a commercial source.
4. Failing to verbally acknowledge one or more sources during an oral presentation.

E. **Multiple Submissions:** Submitting, without prior permission, academic work that has been previously submitted in identical or similar form to fulfill another academic requirement. Examples include, but are not limited to, submitting the same paper for credit in two different courses.

F. **Misrepresentation of Academic Record:** Misrepresenting or tampering with, or attempting to tamper with, any portion of a student’s transcripts or academic record, either before or after coming to Nebraska Methodist College. Examples include, but are not limited to:
1. Submitting an unapproved change of grade form.
2. Tampering with computer records.
3. Falsifying academic information on one’s application.

SECTION IV: Reporting of Violations

Faculty are expected to follow the process for reporting academic integrity violations in order to maintain the expectations of the College as outlined in Section I. The philosophy for faculty to report all violations allows the Registrar to maintain a record and documentation of all incidents in a student’s file. A faculty member may be unaware that a student has had a prior violation and that a new violation would require additional reviews and/or consequences. Students are prohibited from proposing and/or entering into an arrangement with an instructor to receive a grade of "F" or any other reduction in grade in a course or on an academic exercise in lieu of being charged with a violation of the academic integrity policy. Students are also encouraged to report suspected or known violations of academic integrity to appropriate faculty, staff, or administrators.

SECTION V: Academic Integrity Sanctions

Possible sanctions for an academic integrity violation include, but are not limited to:

**Course Level Sanctions:**
- Warning on academic integrity and what constitutes a violation
- Requiring the student to redo the assignment or examination
- Writing development plan for the student
- Lowering the student’s grade for the assignment or examination
- Failure on the assignment or examination
- Lowering the student’s grade for the course
- The student earning a failing grade for the course
- Referral for remediation on academic expectations and ethical decisions
- Referral to Student Services for assistance with personal and academic needs
- Referral to Academic Standards Committee for review and decision on sanctions

**College Level Sanctions:**
- Referral to Academic Standards Committee for review and decision on sanctions
- Referral for remediation on academic expectations and ethical decisions
- Referral to Student Services for assistance with personal and academic needs
- Loss of Academic Honors upon graduation
- Suspension from a program or the College
- Dismissal from a program or the College

SECTION VI: Academic Integrity Process
STEP 1: Identification of Violation.

The faculty member identifies an alleged academic integrity violation. The faculty member initiates the paperwork for reporting by completing Part I (Classification and Reporting of Violation) of the Academic Integrity Violation form.

STEP 2: Meeting with Student.

- The faculty member contacts the student in a timely manner via email or phone regarding the alleged violation to request a meeting with the student (in person or via phone). The meeting between the student and faculty should take place within five (5) business days of the faculty member identifying an alleged violation. During the meeting with the student, the faculty member will discuss Part I (Classification and Reporting of Violation) of the Academic Integrity Violation form.
- The student will be asked to detail his or her account of the alleged violation on Part II of the Academic Integrity Violation form. The student has two business days to provide to the faculty member with his or her own written summary detailing the incident, to provide any relevant documentation or evidence, and to describe any related circumstances.
- The student and faculty member will sign and date Part III of the Academic Integrity Violation form documenting that the conversation occurred.
- The faculty member has up to three (3) business days to render a decision and submit all relevant documentation to the Registrar per STEP 3 of this process. If the faculty member determines that no violation occurred, no submission is required. If the faculty member determines that a violation did occur, the faculty member has the option to consult with his or her Program Director and/or Academic Dean to discuss the violation and proposed sanction(s).
- The faculty member will notify the student of his or her decision and the sanction(s).

STEP 3: Documentation

- The faculty member will complete Part IV (Violation Sanction) of the Academic Integrity Violation form and submit the completed form and all supporting documentation to the Registrar. On the form, a faculty member can indicate if the issue should be forwarded to the Academic Standards Committee for additional review.
- The faculty member will provide a copy of the completed Academic Integrity Violation form to his or her Academic Dean. Faculty are encouraged, if he or she deems necessary, to discuss the situation with the Academic Dean.
- If the student disagrees with the faculty member's decision, within two (2) business days of being notified by the faculty, the student must write a letter to the Academic Standards Committee outlining his or her disagreement with the alleged violation and/or disagreement with the sanction(s). The letter must include discussion of any evidence or additional circumstances, and will be submitted to the Registrar.
- The Registrar will review the Academic Integrity Violation form. If it is the first violation for a student and the faculty member did not recommend that it be forwarded to the Academic Standards Committee, the Registrar will record the incident in the student's file.
- The Registrar will forward the incident to the Academic Standards Committee if any of the following exists:
  - The faculty member recommends that the violation be forwarded
  - The student has a prior academic integrity violation
  - The student submitted a letter of disagreement that a violation occurred and/or disagrees with the sanction(s)
- The Registrar will notify the student either that the violation has been recorded in his or her academic file or that it will be reviewed by Academic Standards Committee.

STEP 4: Academic Standards Committee Deliberation

- The Academic Standards Committee will deliberate regarding academic integrity violation cases that have been submitted to the committee for consensus and decision. The Academic Standards Committee will perform due diligence in reviewing a violation. As part of the review, the Committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, staff, or administrators for information, guidance, and/or clarification. The Committee will determine:
  - whether an academic integrity violation occurred
  - what type of academic integrity violation occurred
- After determination of a violation, the Committee will decide on the appropriate sanction(s) for the violation, taking into consideration the decision of the faculty member for sanction(s) and the prior history of the student.
- The majority decision of the Academic Standards Committee will be communicated by the Registrar to the student, the faculty member, and the respective Academic Dean.
STEP 5: Appeal Process

- A student has the right to appeal the sanction(s) of the Academic Standards Committee decision. Within five (5) business days of being notified by the Registrar of the Academic Standards Committee decision, a student can submit a written appeal to the Dean of Students that must address one or both of the following issues for appeal:
  - New evidence that was not reviewed by the Academic Standards Committee.
  - Any evidence that the review process was improper or unfair.
  An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Dean of Students will make the determination of a valid appeal after reviewing the incident file provided by the Registrar and, if necessary, by communicating with the faculty member, Chair of Academic Standards, and/or the respective Academic Dean.

- For a valid appeal request, the Dean of Students will schedule a meeting of an Appeal Committee consisting of:
  - The Vice President for Academic Affairs, Chair of Committee
  - The Academic Deans
  - The Dean of Students
  - Two faculty selected by the Faculty Senate President who teach outside of the division for which the offense occurred, have had minimal academic interaction with the student, and who have been at NMC at least one year
  - Registrar
  The Registrar, respective Academic Dean who supervises the faculty member involved, and the Dean of Students can be participants in the discussions but will be non-voting members in determining a course of action. All designated members or their designate (appointed by the respective Dean or Faculty Senate President, as approved by the Vice President for Academic Affairs) of the Appeal Committee must be present to for consensus, deliberation, and decision.

- The Appeal Committee will perform due diligence in reviewing an incident. As part of the due diligence, the Committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, Chair of Academic Standards Committee, staff, or administrators for information, guidance, and/or clarification. The Committee will review the prior decisions for sanction(s) by the faculty member and the Academic Standards Committee, as well as review the history in the student’s file.

- The Appeal Committee will make a determination to support the initial sanction(s) or determine different sanction(s) for the violation.
- A majority decision by the Appeal Committee is final and ends the appeal process for an academic integrity violation.
- The majority decision of the Appeal Committee will be shared with the Registrar, who will communicate it to the student, the faculty member, the respective Academic Dean, and the Chair of Academic Standards Committee.

CREDIT FOR PRIOR LEARNING

The College is committed to working with potential students to maximize transfer credit. The Admissions Office can provide an initial evaluation during the application process. Applicants granted admission will have an official evaluation completed by the Registrar's Office. A guide to articulation agreements with area colleges is available on the College website.

Credit for courses taken elsewhere may be accepted for transfer from another college provided:

1. Course credits are listed on the official, electronically verified or raised-seal transcript mailed to the College from the former institution.
2. The educational institution is accredited by a regional accrediting body and, where applicable, the program is approved by the state and is accredited by professional organizations.
3. Course is determined to be comparable to one required in the curriculum or is considered to be appropriate as an elective.
4. Grade of "C-" or better is achieved at the certificate and undergraduate levels and a grade of "B" or better at the graduate level. Grades earned in transfer courses will not be used in determining the student's cumulative grade point average, unless the student has already matriculated and has been given permission to enroll at another institution. All courses accepted for transfer will be noted on the transcript. Such transfer courses will be included in the total number of hours passed.

The Registrar is responsible for interpreting and implementing the transfer of credit policy.
1. The Registrar reviews official transcripts of the student from accredited educational institutions. In consultation with the Division of Arts & Sciences, the Registrar authorizes transferability of arts and sciences courses. The Program Director is responsible for the determination of the transferability of professional/technical and graduate courses.

2. Courses older than five years will be evaluated on a case-by-case basis for transferability. To maximize the chance of student success in any program, the College recommends that a student retake any course older than five years regardless of whether or not the course is transferable.

3. Syllabi for nursing courses taken previously will be evaluated for transfer of credit if taken within three years of the time of application. Nursing courses between three and five years old will be considered but will not necessarily be awarded credit. Nursing courses five years and older will not be awarded transfer credit. [Note: This does not apply to LPN, MSN or RN advanced-standing applicants.]

4. Courses considered for transfer are reviewed to assure that they are comparable to those required in the curriculum or meet requirements to be used as an elective.

5. Students matriculating who took a three-credit language course will be given two credits for either COM 230 or COM 245 and must take COM 252 Cross-Cultural Service Learning in Health Care for one credit.

6. Students matriculating who are given two credits for COM 320 must take COM 352 Portfolio Development & Integration for one credit.

7. Students matriculating with a bachelor's degree or who took a three-credit public speaking course and a three-credit critical thinking course are awarded two credits for HUM 150 and must take HUM 152 Portfolio Introduction for one credit.

8. Partial credit may be considered with directed study to meet deficiencies.

9. The Registrar will work with the appropriate Dean on a case-by-case basis to determine equivalency for quarter credit hours from transfer institutions.

11. If the student has a question about any course(s) not being recognized for transfer, such questions are to be directed, in writing, to the Registrar within 30 days of receipt of the College's summary of official transferred courses.

**Assessment and Validation of Credit for Prior Learning**

Validation of prior learning can be obtained through several methods. Credits earned by validation are not applicable toward the residency requirement. Grades of "CR" will be issued for all credit earned through these methods. In all cases, the appropriate Program Director is responsible for whether or not credit can be earned. In cases where the student is attempting to receive credit for an arts and sciences course, approval must come from both the Program Director and the Dean for Arts & Sciences. All credit for prior learning must have approval of the Program Director and the Dean of the division in which the course resides.

**Validation Methods**

- **Placement Testing**: Nebraska Methodist College accepts the veracity of the following placement tests, provided the student achieves the minimum required score.
  1. Advanced Placement Examination Program (AP). Credit will be given for a score of 3 or above.
  2. College Level Examination Program (CLEP). Credit will be given for a score of 50 or above.
  3. Excelsior College Examinations. Credit will be given for a grade of C or better.
  4. DANTES Subject Standardized Tests (DSST). Credit will be given according to the recommendations given by the American Council on Education (ACE).

**International Baccalaureate**: Nebraska Methodist College offers students college credit for International Baccalaureate (IB) programs on a course-by-course basis, depending on the level, subject and score achieved on the appropriate exam. Courses are evaluated on an individual basis, and credit will be given for those exam scores for IB courses deemed equivalent to courses required for the student’s chosen program at NMC. Credit is not granted until students have been admitted and the official report of exam results is received and evaluated. Students must request that an official transcript from The International Baccalaureate Organization be sent directly to NMC Admissions for consideration.

**Professional Certification**: Students may hold certifications from professional organizations that reflect a level of competence and cognitive ability. College credit for certifications will be awarded as block credit (i.e., in one lump sum total) after completion of NMC required courses. Those certifications currently approved as valid for credit in specific programs (provided all other...
Validation for full or partial credit of required nursing course. For example, in the RN to BSN program, incoming students with professional licensure and on-the-job training can request validation of prior learning can be used for full or partial credit in a course, or if the validation is given for a combination of courses within the program. Each program determines whether validation of prior learning can be used to satisfy outcomes specified in a course in their program of study. The student must compile a validation portfolio that faculty review to grant a satisfactory or unsatisfactory grade. In the Validation of Prior Learning course, the student will be offered resources on how to pursue validation. A faculty member from the student's program will be available for periodic consultation throughout the validation course. The accumulation of continuing education units or participation in conferences and training seminars alone will not qualify for validation. In accordance with the Higher Learning Commission's Assessment of Prior Learning Principles, credit is offered for the demonstration of learning, not the identification of learning experiences. The validation is an opportunity to demonstrate mastery of current college-level work (not outdated information) and the application of that knowledge to lived experiences. To accomplish this requirement, students must clearly articulate in writing how each course outcome is met in consultation with the appropriate Program Director to determine if the certification can be awarded credit for relevant program requirements.

- Medical Assistant certification (Certified Medical Assistant (CMA) through the American Association for Medical Assistants (AAMA)) as applied to undergraduate degree completion programs
- Phlebotomy Certification (Certified Phlebotomy Technician through the American Society for Clinical Pathology (PBT (ASCP)) as applied to undergraduate degree completion programs
- Physical Therapist Assistant certification (Registered Physical Therapist Assistant through Federation of State Boards of Physical Therapy) as applied to undergraduate degree completion programs
- Radiologic Technology certification (Registered Technologist Radiography (R.T.(R)(ARRT)) through The American Registry of Radiologic Technologists (ARRT)) as applied to undergraduate degree completion programs
- Respiratory Care certification (Certified Respiratory Therapist (CRT) through the National Board of Respiratory Care (NBRC)) as applied to undergraduate degree completion programs
- Sonography certification (American Registry of Diagnostic Medical Sonographers (ARDMS)-registered in at least one learning concentration from among general, ob/gyn, adult echo or vascular) as applied to undergraduate degree completion programs
- Surgical Technology certification (Certified Surgical Technologist (CST) through the National Board of Surgical Technology and Surgical Assisting (NBSTSA)) as applied to undergraduate degree completion programs

Course Challenge: Students can demonstrate that they possess the necessary competence to be awarded credit for a particular course by successfully completing a comprehensive examination for the challenged course. The course challenge must be completed prior to the start of the semester. In the event that the challenge is not successful, the student will then have the opportunity to enroll in the course. The student is required to present to the appropriate Program Director a rationale (e.g., related on-the-job learning, certification training) for why a course challenge is plausible. The following courses are not challengeable: Professional/Technical courses at the 200-level for associate degree students; COM252, COM352, HUM152, and SSC465 in the Division of Arts & Sciences. The Program Director makes a determination as to the legitimacy of the request in consultation with appropriate faculty. If valid, the appropriate faculty will create a comprehensive examination designed to assess the student's knowledge of the subject matter in the challenged class. The fee for a course challenge is 25% of the current tuition rate.

Undergraduate and Graduate Validation of Prior Learning Policy (Professional Portfolio)

Validation of prior learning can be used to satisfy outcomes specified in a course in their program of study. The student must compile a validation portfolio that faculty review to grant a satisfactory or unsatisfactory grade. Each program determines whether validation of prior learning can be used for full or partial credit in a course, or if the validation is given for a combination of courses within the program. For example, in the RN to BSN program, incoming students with professional licensure and on-the-job training can request validation for full or partial credit of required nursing course.

1. A prospective student who anticipates using the Validation of Prior Learning policy will discuss this possibility early in the admissions process. The student will first request the course syllabi/course outcomes from the advisor of the program to determine if validation is possible.
2. The student should next request permission for the validation from the director of the program. The director will determine the number of credits available for validation.
3. If given permission to pursue validation, the student will be enrolled in an online Validation of Prior Learning course.
4. The student will be registered for the number of credits they wish to attempt to validate and will be charged 25% of the regular undergraduate/graduate tuition rate. Payment of fees related to the validation process does not guarantee the validation of credit. Students should check with their employers to see if the validation charges will be covered by the tuition remission program.
5. In the Validation of Prior Learning course, the student will be offered resources on how to pursue validation. A faculty member from the student's program will be available for periodic consultation throughout the validation course. The validation portfolio is neither a biographical sketch, nor a research paper, nor a collection of documents. The accumulation of continuing education units or participation in conferences and training seminars alone will not qualify for validation. In accordance with the Higher Learning Commission's Assessment of Prior Learning Principles, credit is offered for the demonstration of learning, not the identification of learning experiences. The validation is an opportunity to demonstrate mastery of current college-level work (not outdated information) and the application of that knowledge to lived experiences. To accomplish this requirement, students must clearly articulate in writing how each course outcome is met in consultation with the appropriate Program Director to determine if the certification can be awarded credit for relevant program requirements.
with the faculty member assigned to the student. The structure and length of the essay in the validation portfolio will be
determined by the assigned faculty member.

6. In addition to the essay, documentation must be provided to verify learning experiences. Evidence may include but is not
limited to the following:
   - Previous academic coursework
   - Published articles, research, evidence-based practice
   - Special accomplishments (musical, artistic, audio-visual)
   - Membership in professional organizations, leadership roles within organizations
   - Professional conferences/ seminars/ awards
   - Certifications
   - Community service with a letter of support
   - Letters of verification that speak to the mastery of outcomes (not a letter of reference)
   - Thesis, dissertation
   - Continuing education
   - Other scholarly/academic evidence

7. The course validation is first submitted 10 weeks prior to when the course is offered. The faculty member assigned to the
student should conduct an initial evaluation of the course validation and direct the student to areas that need more explanation
before the final submission which is due five weeks prior to when the course begins.

8. A committee of two faculty members with expertise in the area to be evaluated will review the course validation documents
and make a recommendation to the Dean for either a satisfactory or unsatisfactory grade according to the student's evidence
to meet the outcomes of the course/program. The Academic Dean will grant final approval for validation. If a satisfactory
grade is granted, the student's transcript will list the course(s) validated. This will be done by listing the course number(s)
with a "VA" in the credit type column. These credits do not count toward NMC residency requirements and are not included
in the calculation of a student's GPA. NMC does not guarantee that other institutions will accept validation credits for transfer
credit.

9. The Validation of Prior Learning - Professional Portfolio process is overseen by the Academic Standards Committee of the
Faculty Senate. This committee conducts periodic audits of validation material submitted to assure consistency of standards.

**Drug Screening Policy**

The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff
and property in the clinical programs of Nebraska Methodist College. Healthcare accreditation organizations mandate that hospitals
and other health care agencies require students who participate in the care of patients be subject to the same standards as their
employees. Accordingly, submitting a negative urine drug screen is a condition for participation in the clinical component of all
programs.

**Applicability and timing**

For all programs, submitting a negative drug screen will be a requirement prior to the start of clinical courses. Testing is done through
the NMC Campus Health Center. Repeat testing may also be required for cause or to retest a dilute sample. Failure of the drug test,
tampering or attempting to tamper with a specimen, or refusal to cooperate with any aspect of this policy, or any health system policy
on substance abuse, will result in disciplinary action up to and including dismissal, refusal of enrollment or denial of clinical course
progression.

**Cost**

The student shall be responsible for paying any and all associated costs of urine drug screening including necessary retesting for any
reason. Charges will be added to the students' account.

**Use and care of information**

Test results will be kept confidential with disclosure of results provided only to approved persons involved in evaluating qualifications
for clinical programs. Because of the mandate to comply with health system policies, disciplinary actions against students may be
imposed without the customary mechanisms of academic warning and probation. Any records generated by an adverse sanction levied
against a student's will be considered College property, and will not be provided to the student unless requested. All student drug
screening records will be kept in confidential in Student Development Services for at least ten (10) years.
BACKGROUND INVESTIGATION POLICY

The purpose of this policy is to assure the safety and well-being of patients, students, faculty and staff in the clinical and academic environments and to attest to clinical agencies the students' eligibility to participate in clinical activities. This policy applies to all undergraduate and graduate students, on-ground or on-line, enrolled in a program of study that has a clinical component.

Background investigations will be conducted as a condition of enrollment for admitted undergraduate and graduate students to participate in clinical courses. Enrollment in clinical courses and placement in clinical agencies are contingent upon successful completion of the background investigation. In addition, serious results of this investigation may affect candidacy for the licensure and certification examinations and employability in field of study.

- Newly admitted students need to complete these requirements prior to or within six weeks of matriculation. Exceptions may occur on a program basis.
- Students in the accelerated nursing (ACE) program need to complete these requirements prior to the first day of class.
- Students who have not been enrolled for more than one semester (not including summer term) will be required to repeat the background investigation at their cost.
- Special permission may be given to registered nurses who will be remaining in their place of employment for all clinical nursing courses and meet the background investigation requirements for their workplace. NMC may request that the student submit a certified letter from the workplace human relations department stating that they have satisfactorily met all requirements for eligibility to participate in clinical activities at that site.

Confidentiality

All background investigations and drug screening will be kept strictly confidential and disclosed only to those who have a legitimate educational interest in their contents or for any other purpose permitted by FERPA or state law. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken. Background investigation records will be retained for at least ten (10) years after the student leaves Nebraska Methodist College.

The investigation will include, but may not be limited to, a combination of the following required screening for every state and county of residence:

- County Criminal Record Search
- Alias Name Search
- Found Wants and Warrants
- Found Protection Orders
- Residential History Search
- Social Security Number Search
- Abuse Registry (Nebraska and on-ground students only)
- Sex Offender Registry
- General Services Administration (GSA) Excluded Parties Listing System

PROCEDURES:

Permission to Conduct the Investigation. Permission to conduct this required background investigation will be obtained prior to initial course enrollment from either the student or, if a minor (under nineteen (18) years old), the student's parent or legal guardian. A minor claiming emancipation status must provide legal documentation to prove this status.

Each person will have access to a copy of "Your Rights under the Fair Credit Reporting Act" at http://www.verifiedcredentials.com. The investigation will be conducted prior to or within six (6) weeks of matriculation.

The following forms are found online at www.verifiedcredentials.com and must be completed:

- "Disclosure and Authority to Release Information" form.
- Nebraska Department of Health and Human Services
- Adult/Child Abuse Protective Services Central Registries' "Release of Information" form.
- If student is below the age of 19, the "Parents/Legal Guardian Acknowledgment and Authorization" form is required prior to ordering a background check report.
Annual Letter of Attestation. Annually, students will be required to submit to their Program Director a signed statement attesting that there have been no changes to their background investigation record. In most programs, this will be combined with the program handbook signature page. These attestations forms will be retained by the Program Director based on accreditation standards for student documentation.

Outcome of the Background Investigation. (Note: The outside vendor conducting the background investigation is not responsible for eligibility decisions.)

If the background investigation results indicate adverse information:

1. The background investigation coordinator will notify the admitted student (or the admitted student's parent/guardian) with an "Adverse Letter of Notification" sent to the student's NMC email. If the student is a minor, the parent/guardian may be notified if requested.
2. Within seven (7) days of the date of this written notice:
   1. The student or parents of a minor student may contact the Academic Dean or Program Director to discuss the adverse information.
   2. The student will provide a written explanation of the adverse information.
   3. The student may contest the results of the investigation. The parents and/or student must directly notify the vendor, Verified Credentials, to contest the results of the adverse information. Detailed contact information will be provided in the "Adverse Letter of Notification".
   4. Failure to complete any part of this process in the described time frame will result in a hold being placed on course registration and may result in dismissal from the program of study.
   5. Until a final decision is made, the individual will not be allowed to participate in clinical courses.
3. If the student and/or parent contest the results of the investigation, the vendor, Verified Credentials, is required to re-investigate the disputed information within ten (10) business days from the date of the student's dispute of the report. The re-investigation report will be sent to the background investigation coordinator.
4. A determination will be made regarding the student's eligibility for clinical course participation and licensure/certification.
   1. The Program Director will meet with the student. The goal of this meeting will be to verify the information is correct, to hear the student's explanation, to direct the student to the licensure/certification agency for consultation.
   2. In consultation with the Academic Dean, the Program Director will determine clinical eligibility. Consideration will be given to:
      3. Number of convictions;
         1. Nature, seriousness and date(s) of occurrence of the violation(s);
         2. Rehabilitation;
         3. Relevance of the crime committed relative to healthcare profession standards;
         4. State or federal requirements relative to the healthcare profession;
         5. All known information regarding the student, including the written explanation;
         6. Any other evidence demonstrating an ability to perform clinical and academic expectations competently and free from posing a threat to the health and safety of others.
   4. In the event serious crimes, such as felony conviction, theft, drug related offenses, fraud, sex crime, conviction involving violence or weapons, or repeat offenses, the Academic Dean will convene a meeting with the Dean's Council for further investigation and provide a recommendation to the Program Director. This may involve consultation with the human resources professionals and/or the institutional compliance officer.
5. The student will be notified of the outcome in writing.

NOTE: Any identified misrepresentation, falsification, or material omission of information from the application discovered during the acceptance process and deliberation of clinical course eligibility may result in exclusion of the student from continued clinical participation or immediate dismissal.

ADMINISTRATION AND INTERPRETATIONS: Questions about this policy and procedure may be directed to the Director of Education Compliance.

AMENDMENTS OR TERMINATION OF THIS POLICY: Nebraska Methodist College reserves the right to modify, amend, or terminate this policy at any time.

MILITARY FRIENDLINESS POLICY

Veterans and active duty military personnel with military obligations are encouraged to communicate these to the faculty. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student
Recording of Classroom Sessions Policy

Reason for Policy: To prohibit or limit recording of class activities or re-distribution of classroom materials in order to:

- Respect the integrity and effectiveness of the classroom experience;
- Protect students and faculty dignity and privacy;
- Respect faculty and College rights in instructional materials, and
- Comply with copyright law.

Policy Statement: Nebraska Methodist College prohibits recording and transmission of activities (e.g., lectures, discussions) that occur as part of a classroom session by a student unless written permission from the course instructor has been obtained and all students in the course as well as any guest speakers have been informed that audio/video recording may occur. A recording is defined as a video or audio replication or photographic image recorded on devices, including, but not limited to, audio recorders, video recorders, cellular phones, digital cameras, MP3 players, computers, tablets, and other handheld devices that records images and/or sound. If a student is granted permission to record any portion of a classroom session, that student understands that the recording is for the sole use of the individual student and may not be reproduced, sold, posted online, or otherwise distributed. A student does not have permission to reproduce or post the information on any social media (e.g., YouTube, Facebook, etc), or other public or private forum that would infringe on the privacy rights of others represented in the recording.

Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or College policy. Violation of this policy may subject a student to disciplinary action under the College's Student Code of Conduct and Resolution Process policies.

Exception: It is not a violation of this policy for a student determined by the College's Coordinator of Academic Success to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures. Qualified students with a disability should follow the College's Services for Students with Disabilities Policy. The restrictions on third party sharing and external distribution apply in such cases.

Destruction of Approved Recordings: Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them pursuant to authorized accommodations.

Procedures: A student should review the course syllabus for instructions regarding the instructor's policy on class recordings. Unless directly authorized by the syllabus, any student wanting to record a classroom session must discuss the request with the instructor and obtain written permission and inform others in the class that a recording is being made.
COURSE AND GRADING POLICIES

Grading Policy

To ensure consistent awarding of course grades throughout the College, the following general grading scale is used:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Quality Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-75</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt;60</td>
</tr>
<tr>
<td>WF</td>
<td>0.0 (withdrawal after deadline)</td>
<td>*</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>*</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>*</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory (must be equivalent to a grade &quot;C&quot; or better)</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>*</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>*</td>
</tr>
<tr>
<td>WIP</td>
<td>Work in Progress</td>
<td>*</td>
</tr>
<tr>
<td>WX</td>
<td>Administrative or Medical Withdrawal</td>
<td>*</td>
</tr>
</tbody>
</table>

*Not used in calculating grade point averages.

Every undergraduate course uses the "70" mark as the minimum grade required for passing the course as a whole. However, certain assignments within a course may carry additional requirements that are more stringent (e.g., a required minimum '75' on all tests), and are determined at the discretion of the instructor. Students must meet all requirements of the course at the level determined by the instructor in order to successfully complete the course.

Certificate and Undergraduate Students: A grade of unsatisfactory or a letter grade less than "C" in any course is unacceptable and must be repeated. See specific course grading policies in program handbooks.

Graduate Students in the Academic Program Administration & Leadership, Family Nurse Practitioner, Health Promotion Management, and Master of Science in Nursing programs: A grade below "B" in any course triggers an automatic progression review by the program. A student receiving a course grade of "C" for the first time will receive credit for the course*. Receipt of a second course grade below “B” will result in dismissal from the College. If a student feels that extenuating circumstances contribute to the second course failure/dismissal, the student may appeal the terms of the dismissal to the Council of Academic Deans and request reinstatement. The student must submit a written appeal to the members of the Council of Academic Deans within thirty (30) days from the date of dismissal and should include any supporting evidence as well as a detailed plan for academic improvement. The Council of Academic Deans will forward a recommendation to the VPAA for a final decision. A minimum cumulative GPA of 3.0 is required for graduation. All required coursework for a Master's degree must be completed within six calendar years from the program matriculation date.

*Not used in calculating grade point averages.
*In the MSN program, any grade below "B" for NRS 523, NRS 524, NRS 558, NRS 559, NRS 592, or NRS 594 is unacceptable, and results in the student having to retake the course.

**Graduate Students in the Healthcare Operations Management program:** A grade below "B" in any course triggers an automatic progression review by the program. Graduate students enrolled in the Healthcare Operations Management program may not receive more than two final course grades below “B” during their enrollment. A third unsatisfactory grade (below “B”) will result in dismissal from the College. If a student feels that extenuating circumstances contribute to the third course failure/dismissal, the student may appeal the terms of the dismissal to the Council of Academic Deans and request reinstatement. The student must submit a written appeal to the members of the Council of Academic Deans within thirty (30) days from the date of dismissal and should include any supporting evidence as well as a detailed plan for academic improvement. The Council of Academic Deans will forward a recommendation to the VPAA for a final decision.

**Cumulative Grade Point Average**

Cumulative grade point average (CGPA) is computed based on final course grades. The CGPA is not affected by "S", "U", "AU", "P" "CR", "NC", "NR", "I", "W", "WX". When a student repeats a course, the better grade will be computed in the CGPA. Both grades will appear on the official transcript. Each letter grade equals the quality points per credit hour as shown above.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>4.00</td>
</tr>
<tr>
<td>AU</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>1.00</td>
</tr>
<tr>
<td>I</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>1.00</td>
</tr>
<tr>
<td>S</td>
<td>1.00</td>
</tr>
<tr>
<td>U</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>0.00</td>
</tr>
<tr>
<td>WX</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The Registrar will compute the cumulative grade point average (CGPA) based on quality points and credit hours earned for courses completed after matriculation to this campus. Only courses in which quality points are assigned are computed in the CGPA. The CGPA is computed by dividing total quality points earned by total credit hours attempted in didactic class work.

**Course Incomplete**

An "I" is given to a student who has substantially completed a course, but who as a result of serious illness or other justifiable cause cannot complete all requirements of the course by the end of the term. The "I" is not granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the end of the term without an exceptionally good reason. The student faced with extenuating circumstances that prevents satisfying course requirements according to the established schedule must contact the faculty in the course. The faculty reviews the situation and agrees or disagrees with the student request. If a faculty member agrees, the student and the faculty member will complete and endorse an Incomplete Approval Form (available from the Registrar) detailing the requirements and plan for completion of the course. This agreement will specify the final grade to be assigned if course work is not completed by the deadline specified. The faculty member will forward the agreement to the appropriate Academic Dean for final approval. Upon approval, the faculty member will provide the student and Registrar with a copy of the Incomplete Approval Form.

The responsibility for completing all coursework rests with the student. The **maximum time** allowed for clearing a grade of "I" is one year from the START of the course. If, after one year, the student has not completed the necessary requirements to finish the course, the instructor will assign the final grade as agreed to in the Incomplete Approval Form. The student must be passing the course at the time of the request for the incomplete. Completion of the course material should be done within a month of the last day of class if at all possible. When the course is completed, a Change of Grade Notice must be filed.

**Change of Course Grade**

A permanently recorded grade may be changed by the person(s) who assigned it or, in case of change of personnel, by the appropriate Academic Dean.

If a student believes a grade is recorded incorrectly, it is the responsibility of the student to notify the course faculty **within 30 days** of receipt of the grade report from the Registrar. If a change in personnel has occurred, the appropriate Academic Dean is to be contacted. Evidence should be reviewed. If a grade change is indicated, a Change of Grade Notice is initiated by the faculty member, forwarded for appropriate signatures and then entered in the student's permanent record by the Registrar. The Registrar replaces the course grade with the corrected grade.

**Repeating Courses**

When certificate or undergraduate students have an unsuccessful academic experience resulting in a final course grade of "D" or "F," students may be allowed to repeat the course depending on the progression policy of the program. However, the initial grade remains on the official transcript. If a student is granted special permission to repeat a course at an institution other than NMC, that course
repeat will be calculated into the student's semester grade point average and cumulative grade point average, and probation/suspension/dismissal policies will apply if the student is not successful. The student is responsible for having official transcripts forwarded to the Registrar within thirty (30) days of course completion. Graduate students should refer to "Grading Policy."

When a course is failed, the student must meet with his/her Academic Advisor to facilitate a written Academic Development Plan. The Academic Advisor will consult with faculty and Student Services personnel as appropriate. Refer to the Academic Development Plan Policy below.

The plan must be implemented prior to the student's re-enrollment in the course. Re-enrollment in the course is on a space-available basis and the student must wait until general registration to register for the course to be repeated.

**Academic Development Plan**

All students who fail a course or are placed on academic probation are asked to complete an Academic Development Plan (ADP) with their academic advisor. Students placed on academic suspension are required to initiate the creation of the ADP by contacting their academic advisor. Failure to maintain an active ADP once it is established may negatively impact financial aid and/or result in dismissal from the college.

The academic advisor or appropriate college personnel will facilitate the development of the ADP and may consult with faculty, college personnel or agents of the college (such as clinical instructors/preceptors). Copies of the ADP will be placed in the student's academic advising file. Each student's ADP will be reevaluated according to the timetable established in the plan at a minimum, but also as needed based on student needs or changes in performance.

**ACADEMIC PROGRESSION**

All programs at NMC require that satisfactory progression be made during the student's academic career. Students who experience difficulties are notified through the various mechanisms as described below. Unsatisfactory performance can have serious consequences for the student, both in relation to the program in which the student is enrolled as well as the student's standing at the College.

Each semester, the Registrar reviews the academic performance of all students at the College, and identifies students whose academic performance is unsatisfactory. The Registrar notifies students of changes to student status relative to the College by letter, sending copies of the letter to the Program Director, Advisor, Financial Aid Director, and Dean of Students.

**Cohort Programs**

Accelerated Nursing, Medical Assistant, Sonography, Radiography, Respiratory Care, Surgical Technology, and Physical Therapist Assistant are cohort programs, meaning that the programs are designed to be completed by the student in a lockstep fashion from beginning to end, according to a preset schedule. Satisfactory progression with the cohort is necessary to maintain one's position in the clinical portion of the program because of limited clinical availability.

When a student fails a professional course or professional course prerequisite in the Respiratory Care program, the student cannot progress in the program until the course is successfully repeated. Because most professional/technical courses are only offered once per year, students are advised that progression may be delayed by as much as one year. Furthermore, when a student is unable to progress with their cohort, they forfeit their clinical position. Therefore, enrollment in subsequent clinical courses will be determined by clinical space availability. Students who fail any course in the Medical Assistant program cannot progress with their cohort. Refer to the specific program handbook for additional related policies.

If a student enrolled in the Sonography, Surgical Technology, Radiologic Technology or Physical Therapist Assistant program fails to progress within the professional curriculum (including all pre-requisite courses), the student will be dismissed from the program and will be eligible to apply for readmission into a subsequent cohort, but readmission is not guaranteed. Exceptions based on extenuating circumstances will be reviewed on a case-by-case basis.

If an accelerated nursing student fails to progress within the professional curriculum, the student may be eligible to apply to transfer to the traditional nursing program, but admission is not guaranteed.

**Competency Assurance Following Absence**

When a student returns to the College after being on a leave of absence, or following a disruption in academic progression within the professional/technical portion of their program, the student must contact the Academic Advisor who will work with the student and Program Director on a registration plan to ensure the student has the knowledge, competency and skills needed to resume professional
course work within the student's program. The plan may include assessments, skills checks, reviews and/or bridge course work to ensure that their knowledge and skills in the technical/professional courses are current and proficient.

Academic Probation

Undergraduate Students: All students are expected to maintain satisfactory academic progress while enrolled at the College. Academic progress is considered unsatisfactory if the student fails to maintain at least a 2.0 cumulative GPA, or if the student earns a GPA of less than 2.0 while enrolled in at least six credit hours in any given semester. Students who have unsatisfactory academic progress are placed on academic probation. When a student is placed on academic probation, an Academic Development Plan will be established. Refer to Academic Development Plan policy.

Academic Suspension

Medical Assistant Program: Students who fail to complete all coursework with a grade of 70 or above will be suspended. An Academic Development Plan will be established to articulate requirements that must be completed before the student can make the request for reinstatement to the College. Reinstatement to the College after suspension is not automatic. The request for reinstatement must be in writing to the Academic Dean and be accompanied by evidence of completion of the Academic Development Plan. Refer to Academic Development Plan policy. Assuming successful completion of the Academic Development Plan and subsequent reinstatement to the College, the student will be allowed to reenter the program as a member of the next available class.

Undergraduate Students: A student will be suspended if placed on academic probation for two consecutive semesters, if placed on academic probation three or more times or if an unsatisfactory grade (below "C") is received in the same course twice. Individual programs may also have additional circumstances that warrant suspension and are valid as approved by the Vice President for Academic Affairs. Upon suspension, a student is required to meet with his or her advisor and initiate an Academic Development Plan as dictated in the section below.

The length of suspension will be determined by the Academic Dean after consultation with the student's advisor and Program Director. Reinstatement to the College after suspension is not automatic. After the time of suspension has elapsed, the student may request reinstatement to the College. The request must be in writing directed to the Council of Academic Deans and will be accompanied by evidence of completion of the Academic Development Plan. To maximize the chance of reinstatement the student should strictly adhere to the Academic Development Plan, although completion of the plan is not the sole determinant of reinstatement. The Council will forward a recommendation to the VPAA for final decision.

If a student feels that extenuating circumstances contributed to the suspension, the student may appeal the suspension to the Council of Academic Deans. The student must submit a written appeal to the members of the Council of Academic Deans within thirty (30) days from the date of suspension and should include any supporting evidence as well as a detailed plan for academic improvement. The decision of the Council is final.

Academic Dismissal

A student may be dismissed from a program and/or the College as separate actions.

Dismissal (from the College) is considered a permanent action, although appeals for readmission in exceptional circumstances will be considered. Upon dismissal, all official ties to the college are terminated, including email, ID card access, and access to campus spaces. Former students wishing to access campus personnel or spaces must check in with the front desk before doing so to obtain proper permission.

A student who is dismissed from a program should refer to the Program Student Handbook and meet with the Retention Specialist to explore viable alternatives at the College.

Certificate and Undergraduate Students: Students suspended more than once will be dismissed from the College.

Graduate Students in the Academic Program Administration & Leadership, MSN, DNP, and Health Promotion Management programs: Receipt of a second course grade below "B" will result in dismissal from the College. If a student feels that extenuating circumstances contributed to the second course failure/dismissal, the student may appeal the terms of dismissal to the Council of Academic Deans and request reinstatement. The student must submit a written appeal to the members of the Council of Academic Deans within thirty (30) days from the date of dismissal and should include any supporting evidence as well as a detailed plan for academic improvement. The Council of Academic Deans will forward a recommendation to the VPAA for a final decision.

Graduate Students in the Healthcare Operations Management program: Graduate students enrolled in the Healthcare Operations Management Program may not receive more than two final course grades below “B” during their enrollment in an NMC graduate program. A third unsatisfactory grade (below "B") will result in dismissal from the College. If a student feels that extenuating circumstances contributed to the third course failure/dismissal, the student may appeal the terms of dismissal to the Council of
Academic Deans and request reinstatement. The student must submit a written appeal to the members of the Council of Academic Deans within thirty (30) days from the date of dismissal and should include any supporting evidence as well as a detailed plan for academic improvement. The Council of Academic Deans will forward a recommendation to the VPAA for a final decision.

**Graduation Requirements**

NMC retains the exclusive right to judge academic proficiency and may decline to award any degree, certificate or other evidence of successful completion of a program, curriculum or course of study based thereupon. All College and Program requirements must be satisfied prior to commencement in order to participate in the ceremony.

**Certificate Programs**

Successful completion of Certificate Programs includes student compliance with program and College policies. Students must also satisfy all classroom, laboratory, clinical, and examination requirements. Students must also complete appropriate clinical requirements.

**Undergraduate**

Undergraduate study comprises two areas: arts and sciences and professional/technical education requirements. Students are expected to assume responsibility for understanding the requirements of the program and for seeking appropriate assistance to do so. Students must complete the arts and sciences and professional education requirements described in the program section of this catalog.

Students should expect to fulfill the requirements for the program under which the initial enrollment occurred. However, students taking longer than six (6) academic years to meet the requirements of a baccalaureate or three (3) academic years of an associate program of study may be required to meet curriculum changes and/or modifications regardless of the coursework previously completed.

Graduation is dependent upon a student attaining a "C" (2.0) minimum cumulative grade point average for the required course of study. A minimum grade of "C" (2.0) must be attained for each course. Additionally, the student must satisfactorily complete all requirements for the Student Portfolio Assessment in order to graduate.

The minimum credit hours required per program are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Diagnostic Medical Sonography - Multispecialty</td>
<td>76</td>
</tr>
<tr>
<td>AS Diagnostic Medical Sonography - Cardiovascular</td>
<td>72</td>
</tr>
<tr>
<td>AS Health Studies</td>
<td>61</td>
</tr>
<tr>
<td>AS Physical Therapist Assistant</td>
<td>75</td>
</tr>
<tr>
<td>AS Radiologic Technology</td>
<td>80</td>
</tr>
<tr>
<td>AS Respiratory Care</td>
<td>79</td>
</tr>
<tr>
<td>AS Surgical Technology</td>
<td>62</td>
</tr>
<tr>
<td>BSN Nursing</td>
<td>127</td>
</tr>
<tr>
<td>BSN Accelerated Nursing</td>
<td>124</td>
</tr>
<tr>
<td>BS Health Studies</td>
<td>120</td>
</tr>
<tr>
<td>BS Healthcare Administration</td>
<td>123</td>
</tr>
<tr>
<td>BS Imaging Sciences</td>
<td>119</td>
</tr>
</tbody>
</table>
Graduate
The following graduation requirements apply to the NMC Master's Degree Programs:

- Students in the NMC Master's Programs must maintain a cumulative GPA of 3.0 to graduate.
- Graduate students in Academic Program Administration & Leadership, Family Nurse Practitioner, Health Promotion Management and Nursing are allowed to incur a grade below "B" in no more than one course. In the MSN Program, students are not allowed to incur a grade below "B" in NRS 523, NRS 524, NRS 558, NRS 559, NRS 592 or NRS 594. In the Healthcare Operations Management program, students are allowed to incur a grade below “B” in no more than two courses.
- Students must complete the minimum number of credit hours required for the program in which they are enrolled.
- All work for the Master's degree must be completed within six calendar years from the date of credit for the first graduate course in the program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRN-DNP (Advanced Nursing Practice)</td>
<td>34</td>
</tr>
<tr>
<td>BSN-DNP (Family Nurse Practitioner)</td>
<td>75</td>
</tr>
<tr>
<td>MS Academic Program Administration &amp; Leadership</td>
<td>33</td>
</tr>
<tr>
<td>MS Health Promotion Management</td>
<td>33</td>
</tr>
<tr>
<td>MS Healthcare Operations Management</td>
<td>32</td>
</tr>
<tr>
<td>MSN Nursing</td>
<td>36</td>
</tr>
<tr>
<td>Post-Master’s Certificate, Healthcare Operations Management</td>
<td>10</td>
</tr>
<tr>
<td>Certificate, Wellness &amp; Health Promotion</td>
<td>9</td>
</tr>
</tbody>
</table>

Residency Requirement
Undergraduate students must complete 30 of the last 36 hours in residence to receive a baccalaureate degree. Students must complete 15 of the last 18 credit hours in residence to receive an associate's degree. One exception to this policy is for those who graduated with a 12-month certificate from NMC and return to the College having not attended an institution of higher learning in between earning the certificate and returning to complete an associate of science degree in health studies. For these students, a minimum of 9 out of 21 arts and sciences credits must be taken at NMC.

Graduate students may transfer in a maximum of nine credits toward their master's degree.

Students in graduate-level certificate programs must complete the prescribed plan of study in residence to receive the certificate of completion for the program.

Doctorate students in the BSN-DNP (Family Nurse Practitioner) program may transfer in a maximum of 18 credits, and students in the APRN-DNP (Advanced Nursing Practice) program may transfer in a maximum of six credits.

Exceptions to the residency requirement can be made in extenuating circumstances but require the approval of the Academic Dean.

Graduation Application
All students (certificate and degree-seeking) must submit an application for graduation. This will initiate a degree audit to ensure that the student is on track to complete all required coursework. Graduation applications are due:
Fall graduation: due by May 15th
Spring graduation: due by October 15th
Summer graduation: due by February 15th

The Registrar’s Office will audit the student’s academic record to ensure compliance with graduation requirements. If all degree requirements are not completed by the anticipated graduation date, the student must resubmit a graduation application in a later term.

Licensure and Certification

While the academic programs described herein are designed for the purpose of qualifying students for licensure, certification or registration in a profession, successful completion of any such program in no way assures licensure or certification by another agency. For specific programs, certification examinations are a program requirement for graduation. (See specific program handbooks.)

REGISTRATION

New Student Registration

All new students will register with their academic advisor prior to the start of their first semester. Students will be notified of the registration process with their letter of acceptance or by their academic advisor depending on acceptance date. The admissions department distributes dates for Orientation to new students. This information is also available on our website, www.methodistcollege.edu, under New Student Information.

Current Student Registration

1. Students meet with their Academic Advisor each semester to validate completion of prerequisites and begin the registration process.
2. Students register for courses online during designated registration weeks.
3. The Academic Advisor views and approves online registration submissions.
4. If special permission is required to enroll in a course for which students do not have all prerequisites, they must obtain the signatures of the Program Director and course faculty prior to obtaining signature of the academic advisor.
5. Students are required to withdraw from any course if prerequisites have not been met unless exceptions have been made.

Course Audit

An individual who registers to audit a course may attend course sessions but will not earn course credit. Permission to audit a course must be granted by the Program Director or academic dean in consultation with the faculty member. Audit enrollment is permitted on a space available basis with priority given to students enrolling in the course for credit. Tuition will be 25% of the for-credit tuition rate and no fees will be assessed. An individual should declare audit status at the time of registration. Registration to audit may not be changed to credit after the first week of the course. Likewise, changing registration from audit credit to regular credit is not allowed after the first week. Participation in course activity in an audited course is at the discretion of the faculty member.

Course Sequencing

Students are to follow established course sequences so that they will have the requisite knowledge and skills for undertaking the learning required. There are three sequencing requirements to be adhered to:

1. Prerequisites: A prerequisite course is one that must be completed prior to enrollment in a given course.
2. Corequisites: A corequisite course is one that must be taken at the same time as or with another course.
3. Some courses may be identified as either prerequisite or corequisite. In such cases, the course may be taken either before or concurrently with a given course. It may not be taken after the course for which it is designated as pre-requisite or corequisite.
4. It is the student's responsibility to meet the established prerequisites and/or corequisites for any given course.
5. Withdrawal from a course will be required if prerequisites/corequisites have not been met, unless the student has obtained written permission for an exception from the Program Director.

Credit Hour Allocation
Credit hour allocation is based on the following ratio:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom (didactic)</td>
<td>15 Class</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>Laboratory</td>
<td>30 Lab</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>NRS/Clinical</td>
<td>45 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>NRS Preceptorship</td>
<td>96 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>PTA Clinical</td>
<td>45 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>RAD Clinical</td>
<td>85 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>RCP Clinical</td>
<td>50 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>DMS Clinical</td>
<td>72 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>SUR Clinical</td>
<td>60 Clinical</td>
<td>= 1 credit</td>
</tr>
<tr>
<td>DNP Clinical</td>
<td>60 Clinical</td>
<td>= 1 credit</td>
</tr>
</tbody>
</table>

**Developmental Coursework**

Courses that are less than freshman level or remedial in nature will not be accepted for credit toward graduation. Remedial coursework cannot be used for either transfer or support purposes.

**Directed Study**

Directed study credit can be earned for professional and arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department in which a student is majoring. Arts and sciences coursework is determined by faculty responsible for each course and approved by the Dean of the Division of Arts & Sciences.

**Independent Study**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study. A student wishing to complete course work via independent study should initiate such through his or her Academic Advisor. After meeting with his or her Academic Advisor, the student will be referred to the Program Director of the appropriate department in which the student will work toward the independent study. The Program Director will then direct the student to the appropriate faculty member. After consulting with the faculty member, the student will develop a proposal for the independent study. The faculty member will then develop evaluation criteria and submit the entire proposal to the Program Director for approval.

**Student Classification for Degree-Seeking Students**

NMC undergraduate students are classified according to the total number of semester hours earned:

- **Freshman** 30.99 or fewer credit hours
- **Sophomore** 31 - 60.99 credit hours
- **Junior** 61 - 90.99 credit hours
- **Senior** 91 or more credit hours

There are no similar classifications for graduate students.

**Transient Study**

Students are expected to complete all course requirements at NMC after their initial enrollment to the College. Exceptions to this policy may be considered under extraordinary circumstances. Any request for transient study (i.e., enrolling in courses at other regionally accredited institutions after initial enrollment to NMC) will be reviewed by the Dean’s Council; the decision of the Dean’s Council is final. Under no circumstance will a student be awarded credit for a course taken off campus after his/her initial enrollment to NMC unless approved in advance. Students are advised to consult with their academic advisor if they have any questions regarding this policy.
**Course/Program Changes**

**Change of Program**
Should students choose to change their programs, they should meet with their academic advisor to initiate the admissions process. Admission into another program is not guaranteed. Student applicants must complete the admissions process and are subject to the evaluative criteria for that program.

**Course Add/Drop**
A course may be dropped or added during the first week of a course for full-length semester courses and during the first two days for summer and shorter-term online courses. Courses dropped during this period will not be reflected on the student's transcript. Students must meet with their academic advisors to complete a course schedule change form. This form is submitted to the Registrar's Office.

Courses dropped after the first week of classes for each semester or after the second day for summer courses are considered withdrawals. Refer to "Course Withdrawal" below.

**Withdrawal**

**Course Withdrawal**
The student must see his or her academic advisor when it is necessary to withdraw from a course and must file an official withdrawal form with the Registrar. If a student is withdrawing from all courses, the student must follow the College policy for Withdrawal from College. Student responsibility for tuition, fees, etc., still owed is determined by the Tuition Refund policy.

If a student officially withdraws from a class prior to 55% of the course being completed, the student's record will be marked as a withdrawal, "W." After this point, if a student drops or withdraws from a course, a grade of "WF" will be recorded. If the student officially withdraws from the course by the end of the semester Add/Drop deadline as published by the Registrar (usually within the first week of classes), no record of the course will appear on the student's transcript.

If a student withdraws from a course, which is designated as a co-requisite for another course in which the student is enrolled, withdrawal from such course(s) may also be required. Exceptions can be made in unusual circumstances, but will require the approval of the relevant Academic Dean(s) responsible for the courses affected.

If a student is withdrawing from a NMC course offered through the OCICU consortium, different rules and fees for withdrawal apply. Substantial fees for OCICU courses are incurred if a student drops any later than the first week of class, and are the sole responsibility of the student.

Under extenuating circumstances, deadlines applying to withdrawal may be waived by the appropriate Academic Dean or the Vice President for Academic Affairs.

**College Withdrawal**
A student considering withdrawal from the College should make an appointment with the appropriate academic advisor to discuss options before withdrawal, as a student who has officially withdrawn from the College must reapply for admission upon returning. When the decision to withdraw has been made, the student obtains a Student Status Change form from the Office of the Registrar and completes the withdrawal section of the form. The form is then returned to the Registrar for processing.

It is considered an unofficial withdrawal from the College if a student does not submit a request to withdraw but stops attending all classes or does not re-register for the upcoming fall or spring semester.

All College property, including the student ID card, must be returned to the College before withdrawal is complete. The student must also make arrangements to fulfill any financial obligations before withdrawing.

**Leave of Absence**
A leave of absence from the College requires submission of a Student Status Change form requesting an LOA to the Office of the Registrar. A student must submit this form if she/he will not take coursework during the fall or spring semester, or longer, but plans to return within one year. Upon return, re-enrollment in professional course work will be on a space available basis and will be determined by the Program Director. Registration in bridge course work, as described in the Technical Competency section of the Catalog, may be required of the student. Additional program requirements may apply; refer to program handbook.
If a leave of absence was not requested, the student will be required to reapply for admission to the College. A student who returns after an absence longer than one year will also be required to reapply for admission to the College, whether or not a leave of absence was requested by the student.

Transcripts and Maintenance of Student Records

Transcripts will be issued only upon written request of the student. The student submits a Transcript Request Form to the Registrar, who will then verify with the Business Office that the student's account is current, as the student must be in good standing with the College for a transcript to be issued. If the student account is current, the Registrar will process the request. The College is not responsible for loss of transcripts due to incorrect or insufficient addresses.

Faculty are responsible for maintaining complete and accurate records of students enrolled in their course(s), electronically when possible. Faculty are to submit the grade records for all classes taught to the appropriate administrator upon termination of employment or when requested. Support documentation of student performance over and above assigned grades (i.e., submitted papers, projects, copies of tests) must be maintained at least 45 days from issuance of final course grade before being destroyed.

Student records will be maintained by the Office of the Registrar in accordance with guidelines provided by the American Association of Collegiate Registrars and Admissions Officers, as official student records provide documentation of the student's progress through a program of study. Upon a student's matriculation into the College, student records are forwarded from the Office of Admissions to the Office of the Registrar. Academic records for current students will be kept up to date, stored in the Office of the Registrar, and will contain the following items as applicable:

- College transcript(s)
- High School transcript(s)
- GED transcript
- Application
- ACT/SAT report
- Any applicable correspondence (e.g., letters of acceptance to the College)
- Background check records

Upon graduation from any graduate program or four-year program of study, the following items will be maintained for five (5) years as applicable:

- Application
- High School transcript(s)
- Other college transcript(s)
- GED transcript
- Degree Audit

Upon graduation from any certificate or associate degree program of study, the entire student record is maintained for five years in the event the student should return to engage in a four-year program of study. When a student withdraws from the College, the entire student record is maintained for a period of five years.

Five years after a student graduates or withdraws, the contents of the student record will be destroyed, except for the final NMC transcript and any items required by FERPA to be kept permanently. Academic departments may also maintain permanent records as dictated by accrediting entities.

Military Commitments

Nebraska Methodist College recognizes the valuable contributions of the service men and women who are also students at the institution. NMC is dedicated to assisting these students in the successful completion of their programs of study and fulfillment of their service to our country.

Awarding a Posthumous Degree or Certificate

A degree or a certificate may be awarded posthumously if the following conditions are met:

- The student had completed at least 85% of required credit/clock hours with passing grades for the degree or certificate;
- The student was in good academic standing;
• The posthumous degree or certificate has the recommendation of the Program Director, Academic Dean, Vice President for Academic Affairs and the President.

Procedure:
1. The Vice President of Academic Affairs coordinates with the Academic Dean and Program Director to verify if the 85% completion criteria is met. Based on recommendations from the Academic Dean and Program Director, the Vice President for Academic Affairs makes a recommendation to the President for awarding the degree/certificate posthumously.

2. The President contacts the family of the deceased student to discuss the posthumous degree/certificate. A copy of the death certificate or obituary is requested and obtained from the family along with how the deceased’s name should appear on the diploma.

3. The President forwards the approval of the posthumous degree/certificate to the registrar. The copy of the death certificate/obituary and notation regarding how the name should appear on the diploma must accompany the request.

4. If the student dies during his/her final semester, the registrar records the appropriate final grade(s) for the courses in progress, provided by the course instructor, and records the awarding of the degree or certificate on the student’s academic transcript, including a notation that the degree/certificate was awarded posthumously (e.g. Bachelor of Science Degree Awarded Posthumously, May 3, 2009). The conferral date recorded will be the same date as other graduates in the same semester.

5. The registrar sets the ‘deceased’ indicator in the student information system and officially withdraws the student from the college.

6. The registrar produces a diploma which includes a notation that the degree/certificate is “Awarded Posthumously”.

7. The President makes arrangements for presentation or mailing of the diploma to the family of the deceased.

8. When possible, the deceased’s name will be included in the commencement program with an “Awarded Posthumously” designation.

**MEDICAL HARDSHIP WITHDRAWAL**

A student may submit a request for a Medical Hardship Withdrawal in one or more courses in extraordinary circumstances in which serious illness or injury (to student or family member) prevents the student from continuing her/his classes in a particular term, and arrangement with instructors for an extension or an incomplete grade is not possible. Requests must be submitted prior to the end of the course. The request may be initiated by the student or the student’s advisor.

Procedure:
1. The student should submit the completed request form and required documentation to the advisor.

2. Within five (5) business days of receiving the request, the advisor will review the request and documentation, in consultation with the program director.

3. If the advisor determines that additional documentation is needed, she/he will notify the student. The student then has two (2) weeks to provide the necessary documentation.

4. If no additional documentation is needed, the advisor will forward the request and documentation to the Dean of Students for review by the Dean’s Council.

5. The Dean’s Council will make a decision within two weeks after receiving the request. Once a decision is reached, the Dean of Students will send written notification to the student. Notification will include recommendations from the Academic Dean of the student’s program of study if applicable. A copy of this notification will be sent to the student’s advisor, Program Director and the registrar.

6. A grade of ‘WX’ will be awarded by the registrar for the course(s) to which the medical hardship withdrawal was approved.

7. Once a decision has been made by the Dean’s Council, the request cannot be revoked.
RESOLUTION PROCESS FOR ACADEMIC CONCERNS

The resolution process for an academic concern is to provide an impartial review of academic situations and issues for ensuring that the rights of all students are properly recognized and protected. No adverse action will be taken against a student who chooses to utilize this process.

This process is to be used for instances in which a student has an academic concern regarding:

- The grade received in a course
- A decision perceived to be arbitrary, capricious, or applied unequally and impacts one's academic progression.

Sexual harassment/misconduct complaints are handled through the College's Sexual Harassment Policy.

Nebraska Methodist College is required to share with institutional or programmatic accreditation agencies information about written complaints received from students. However, the information shared relates to the nature of the complaint and does not include the identity of the student(s) who submitted the complaint. Therefore, the identities of students who submit written complaints shall remain anonymous.

A common academic concern sought by a student is the appeal of a course grade. A faculty member determines the character of a course which includes content, instructional practices, and assessment procedures. Instructors have the right to assign a course grade based on any method that is professionally acceptable, shared with all students, and applied equally. Each student has the right to a course grade based upon an unbiased evaluation of his/her performance and the specified grading procedure. A student has the right to ask for clarification of the basis for his/her grade.

Valid reasons for initiating the resolution process include, but are not limited to: a failure to follow published course, program, or college policies, a lack of consistency within the student's course section, the grade awarded was motivated by ill will, or concern over the accuracy of the grade calculation.

The following are NOT valid reasons for initiating the resolution process: (i) a disagreement with the application of course policies and/or grading standards, (ii) the requirements or examination standards of an academic program, (iii) issues regarding program accreditation requirements, (iv) concerns over professionally acceptable teaching approaches, (v) differing personalities, and (vi) differences in classroom policies or grading schemes in different courses or between different sections of the same course. The resolution process should not be initiated simply due to its impact on a student's academic progress and standing, ability to receive or maintain a scholarship, or any other monetary award, ability to maintain recognition of distinction, or eligibility for a club or organization. It is the student's responsibility to justify that the final grade he/she received in a course was the result of a decision that was arbitrary, capricious, or applied unequally.

The resolution process for an academic concern must be initiated no later than one (1) month from the occurrence of the concern. A student is encouraged to talk with the Dean of Students to allow him/her to offer an assessment of the concern and to clarify the steps of the resolution process.

**Step 1:** A student is encouraged to pursue a good-faith attempt at informally resolving the academic concern. The student will communicate the concern with the involved individual (e.g., faculty member, program director, or Academic Dean) to find a solution. A student may be requested to put their concern in writing. Within five (5) working days from the time the student raises the concern, written or oral, the involved individual will evaluate the concern, render a decision, and notify the student. As part of his/her evaluation, the involved individual may schedule a follow-up conversation with the student and may consult College faculty, staff, or administrators for clarification and/or guidance. At the request of the student or the involved individual, the Dean of Students can be asked to arrange a meeting of those involved, attend such meetings(s), and aid in mediating a resolution. If the involved individual does not act on or resolve the concern to the reasonable satisfaction of the student, the student can initiate Step 2 of the resolution process.

**Step 2:** Within five (5) working days of the student being notified by the involved individual of his/her decision, the student writes a notification letter specifying:

- a statement of facts as the student perceives them, citing specific instances where, in the student opinion, policies and procedures were violated or were unfairly applied,
- a summary of the outcome from Step 1,
- the remedy sought by the student, and
- the best method to communicate with the student (phone, e-mail, etc.).
The student is encouraged to seek guidance from the Dean of Students on development of this letter. The student proceeds to:

- Step 3 if the involved individual is a faculty member and he/she reports to a Program Director
- Step 4 if the involved individual is a Program Director
- Step 4 if the involved individual is a faculty member and he/she directly reports to an Academic Dean
- Step 5 if the involved individual is an Academic Dean.

**Step 3:** The student provides their notification letter to the Program Director. Within five (5) working days from receipt of the letter, the Program Director will evaluate the concern, render a decision, and notify the student via written communication. As part of his/her evaluation, the Program Director may schedule a conversation with the student and may consult College faculty, staff, or administrators for clarification and/or guidance. If the Program Director does not act on or resolve the concern to the reasonable satisfaction of the student, within five (5) days of being notified of the decision, the student can initiate Step 4 of the resolution process.

**Step 4:** The student provides their notification letter to the appropriate Academic Dean. Within five (5) working days of receipt of the letter, the Academic Dean will evaluate the concern, render a decision, and notify the student via written communication. As part of his/her evaluation, the Academic Dean may schedule a conversation with the student and may consult College faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to reasonable satisfaction of the student, within five (5) days of being notified of the decision, the student must meet with the Dean of Students to initiate Step 5 of the resolution process.

**Step 5:** The Dean of Students will provide the student's notification letter and the Academic Dean's decision to the Dean's Council for review and consideration. The Academic Dean from Step 3 can be a participant in the discussions, but will be a non-voting member during any deliberations. Within five (5) working days after the Dean's Council meets, the Dean's Council will evaluate the concern, render a decision, and the Dean of Students will notify the student via written communication. As part of their evaluation, the Dean's Council may schedule a conversation with the student and may consult other College faculty, staff, or administrators for guidance and/or clarification. If the Dean's Council does not act on or resolve the concern to the student's satisfaction, within five (5) days of being notified of the decision, the student must meet with the Dean of Students to initiate Step 6 of the resolution process.

**Step 6:** The Dean of Students will provide the student's notification letter and all decisions from prior steps to the Vice President for Academic Affairs (VPAA) for review and consideration. Within five (5) working days from the VPAA's receipt of the materials, the VPAA will evaluate the concern, render a decision, and notify the student via written communication. As part of his/her evaluation, the VPAA may schedule a conversation with the student and may consult other College faculty, staff, or administrators for guidance and/or clarification. A decision by the VPAA is final and ends the academic resolution process.

Please see diagram on following page.
Personal Conduct

Behavior is recognized as a reflection of professional and personal integrity, which conveys to the community an image of the College and ultimately of healthcare professions. All policies apply to on campus and online students.

**ALCOHOL AND DRUG POLICY**

Nebraska Methodist College recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic, clinical, and job performance, and can generally inhibit the educational development of students.
NMC is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988, the Anti-Drug Abuse Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, NMC has established regulations forbidding students to engage in the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on NMC premises or property or as part of any NMC activity planned for or by students. These regulations shall assure that NMC is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances.

NMC encourages all members of the college community to maintain civic and social responsibility when making decisions regarding the use of alcoholic beverages off NMC premises. If a student demonstrates unsafe and/or unprofessional behavior that violates professional standards or state practice acts of each academic program, or calls into question the professional accountability of the student, corrective action will follow. Students are expected to adhere to the standards of behavior required of healthcare professionals. A one-time deviation from safe practice may be sufficient to judge a student's behavior unsafe.

Practicing in a clinical setting or coming to class under the influence of alcohol and/or drugs (illegal or prescribed) is prohibited and warrants corrective action. If the College or a clinical site has reasonable suspicion that the student is under the influence of drugs or alcohol, it may require a student to submit to a blood, breath, and/or urine test for drugs and/or alcohol.

Students who may be experiencing drug or alcohol-related use/abuse problems are encouraged to contact the NMC Counseling Office without risk of sanctions, provided the request is not the result of a violation, wherein the student will be evaluated and possibly referred to a substance abuse specialist for assessment, additional counseling, and/or be referred for treatment.

Students who initiate and seek assistance and/or medical treatment on behalf of themselves, another student, or a friend when a serious or life-threatening situation is transpiring as a result of alcohol and/or drugs may qualify for consideration under the Medical Amnesty Policy. In sum, by enrolling at NMC, students acknowledge and agree to the following:

- It is a violation of the Drug and Alcohol Policy for students to consume or possess alcoholic beverages on campus.
- Student possession or consumption of alcohol on NMC premises or property or at any College-sponsored event shall constitute misconduct. A College-sponsored event is any gathering where students are in attendance that is planned for or by students and endorsed by the College.
- Misconduct constitutes a student attending class, clinicals, laboratory sessions, practicums or College-sponsored or approved events while impaired by alcohol or drugs (illegal or prescribed).
- Any student or student organization which violates this policy will be subject to disciplinary action which may include immediate dismissal from the College.
- The manufacture, sale, possession, distribution or use of illegal drugs is prohibited.

Procedure for reasonable suspicion testing:

1. A student who reports to class or clinical and is reasonably suspected of being under the influence of alcohol/illegal drugs or who is reasonably suspected of impairment due to legally prescribed medication will be removed and will be required to provide specimens for a drug and/or alcohol analysis at that time. Student confidentiality will be maintained as much as possible.

If student is at a clinical site in Iowa or Nebraska during NMC operating hours*:

- Remove the student from patient care and arrange for student oversight based on the clinical site policy. The student is to remain in that location until drug testing is completed.
- Call the NMC Reception Desk at (402) 354-7000 to report suspected student impairment and provide the following information - name and contact phone number of person reporting the incident, clinical site location (include full address for clinical site and department), student name and program.
- The Receptionist will contact Midlands Testing Services (MTS) at (402) 658-1122 or (402) 657-5453 and notify them of the site and contact person. The Receptionist will also contact the Dean of Students at (402) 354-7213 to report the incident.
- MTS will come directly to the clinical site to complete the drug testing. Upon arrival, MTS will call the contact phone number for the location of the student.
- Following the testing, the clinical site supervisor/instructor will inform the student to contact a family member/friend for transportation. If needed, the supervisor/instructor will contact the NMC receptionist to arrange taxi service for the student (Omaha only).
• If the student appears to be impaired and refuses to be tested, assist the student in contacting a family member/friend or call a taxi to take the student home.** If the student tries to leave on their own, call the Omaha or local police department and, using reasonable judgment, attempt to detain the student if possible until they arrive. Do not use force to detain the student or do anything that might place yourself or others at risk.

*Clinical instructors/preceptors at sites outside of Nebraska and Iowa or when the NMC campus is closed, who suspect student impairment due to drugs (illegal or prescription) or alcohol are to remove the student from patient care and contact the Program Director for further instructions.

If student is at the NMC campus:

• The instructor will notify the NMC Reception Desk at (402) 354-7000.
• The Receptionist will contact Security immediately of suspected impairment. The security officer will remove the student from the classroom and escort them to the Student Health Center waiting area.
• The Receptionist will contact Midlands Testing Services (MTS) at (402) 658-1122 or (402) 657-5453 and notify them of the site and contact person (Security). The Receptionist will also contact the Dean of Students at (402) 354-7213 to report the incident.
• MTS will come directly to campus to complete the drug testing. Upon arrival, MTS will check in with the receptionist for the location of the student.
• Following the testing, the security officer will inform the student to contact a family member/friend or arrange for a taxi to provide transportation home. Security will supervise the student until their transportation arrives.
• If the student appears to be impaired and refuses to be tested, Security will contact a family member/friend or call a taxi to take the student home. If the student tries to leave campus on their own, Security will call the Omaha Police Department, and using reasonable judgment, attempt to detain the student if possible until they arrive.

2. The student will be required to meet the Dean of Students within 24 hours or the next working day.
3. Students who refuse testing or fail to comply with any step in the process may be suspended or dismissed from NMC.
4. All positive alcohol or drug screens will be referred to a chemical dependency counselor for evaluation at the students’ expense. Students are required to follow through with treatment recommendations. When the student is released, they will be informed that clinical placement will be based on availability and may not be guaranteed. This incident may significantly deter academic progression.

Penalties for a confirmed positive drug test

First Positive Test:

• The student will be suspended from clinical courses for a minimum of thirty (30) days.
• The student will be required to see the NMC counselor for referral to a drug/alcohol abuse professional for evaluation and treatment. The length of the substance abuse treatment program will be determined by the treatment program counselor.
• The student will be responsible for any costs associated with the counseling and treatment in the substance abuse treatment program. Referral to the substance abuse treatment program shall be confidential.
• The Academic Dean will be informed of the expected completion date of the substance abuse treatment program and whether or not the student successfully completes the program.
• Reinstatement to clinical coursework is not guaranteed and will be based on successful completion of treatment and course availability.
• A negative follow-up drug test will be required before students are permitted to return to participation in clinical coursework. This testing will be done at the student’s expense. Students who are suspended for a positive drug test and successfully complete a substance abuse treatment program will be required to submit to random, follow-up drug testing for up to twelve (12) months. A refusal to participate in a substance abuse program and/or follow-up drug testing will result in immediate permanent dismissal from College.

Second Positive Test: Dismissal from the College and forfeiture of any NMC scholarship.
As a student at Nebraska Methodist College, you have made a commitment to join the College community. Each student’s enrollment obligates him or her to demonstrate civilized behaviors — those reflective of the College’s core values and student policies. Behavior is recognized as a reflection of professional and personal integrity, which conveys to the community an image of the College and ultimately of health care professions.

As a health care professional, a Nebraska Methodist College (“College”) student assumes responsibility for in the delivery of care for patients and others in the community. As stated in the College’s mission, Nebraska Methodist College faculty and staff believe each student has a personal commitment and responsibility for understanding the potential impact of personal, as well as professional, behaviors upon others. Thus, adherence to College policies and regulations is required.

It is the responsibility and duty of each student to become acquainted with all provisions contained in the College Code of Conduct. It is presumed that each student, from the date of his/her initial acceptance at the College, has knowledge of this policy, as well as the policies and procedures contained in the program handbook for the program he/she is enrolled. All students are deemed to have agreed to the Code of Conduct and are required to adhere to the provisions contained in the Code of Conduct as a condition of enrollment at the College.

Any member of the College community may be subject to disciplinary action upon violation of this policy.

**SECTION I: DEFINITIONS**

1. “College” means Nebraska Methodist College of Nursing and Allied Health.
2. “Student” includes all persons taking courses at the College, either full-time, part-time, or non-degree seeking pursuing certificate, undergraduate, graduate, or doctoral studies. Persons who withdraw after allegedly violating the Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the College or who have been notified of acceptance for admission are considered “students” as are persons who are living in campus housing, although not enrolled in this institution.
3. “Faculty member” means any person hired by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty.
4. “College Official” includes any person employed by the College, performing assigned administrative or professional responsibilities.
5. “Member of the College community” includes any person who is a student, faculty member, College Official or any other person employed by the College. A person’s status in a particular situation shall be determined by the President.
6. “College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College (including adjacent streets and sidewalks).
7. “Organization” means any number of persons who have complied with the formal requirements for College recognition.
8. “Complainant” means any person who submits a charge alleging that a student violated this College Code of Conduct. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Code of Conduct as are provided to the Complainant, even if another member of the College community submitted the charge.

**SECTION II: SCOPE, LIMITATIONS, AND APPLICABILITY**

The Code of Conduct policy applies to incidents occurring on College premises, at College sponsored activities, and as further explained below, to certain situations occurring off-campus that adversely affect the College community or pursuit of its objectives. Conduct that occurs while completing clinical rotation, practicum, internship, externship or other activity directly involved with an academic program of study is also subject to the Code of Conduct. Each student is responsible for his/her conduct from the time of application for admission through the actual awarding of a degree. This policy is in effect before, during and after classes during the academic year including conduct during periods between terms of actual enrollment not discovered until after a degree is awarded. Daily administration, enforcement, and operation of the Code of Conduct are coordinated through the Dean of Students.

This policy does not address Academic Integrity offenses. Academic Affairs administers the academic integrity disciplinary process. Students must contact the appropriate Academic Dean or Program Director for information on disciplinary procedures regarding academic integrity issues.
The Dean of Students shall decide whether the Code of Conduct shall be applied to conduct occurring off campus, on a case-by-case basis, at his/her sole discretion. After review of the alleged misconduct, the Dean of Students will make a determination of whether the alleged misconduct merits the disciplinary process provided herein. Disciplinary action may be taken with respect to any student convicted of, or charged with, a felony, or misdemeanor.

Depending on the severity or nature of the charge, a student who violates the Code of Conduct is subject to a range of disciplinary actions up to and including suspension or expulsion and may be barred from all College-owned and operated property and all College-sponsored events and activities. And too, any member of the College community, who knowingly and willfully misuses the procedures of the Code of Conduct to harm another member of the College Community, shall be subject to disciplinary action.

SECTION III: COOPERATION WITH LAW ENFORCEMENT AUTHORITIES

Nebraska Methodist College cooperates fully with law enforcement authorities and campus security works closely with area law enforcement agencies including the Omaha Police Department. Violations of the Code of Conduct that are also violations of federal or local law may be referred to the appropriate non-College authority. Proceedings under the Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus at the discretion of the Dean of Students. Determinations or sanctions imposed under the Code of Conduct shall not be subject to change including instances where criminal charges arising out of the same facts as the Code violation were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

SECTION IV: STUDENT RIGHTS, FREEDOMS, AND RESPONSIBILITIES

With appreciation for the tradition of freedom of expression on campus, the College is committed to fostering and tolerating different viewpoints. The College acknowledges that points of view will diverge, but will not tolerate disruption to its academic mission or rights of others.

1. General Rights and Freedoms

Students shall have the following rights and freedoms:

   a. As members of the College community, all students are guaranteed freedom of expression, inquiry and assembly, the right to form a student government, organize groups, to join associations in support of any cause or common interest.
   
   b. Students have the right of fair access to all educational opportunities and benefits available at the College in an environment that is safe and free of insidious harassment, discrimination, or intimidation.
   
   c. Students have a right to privacy in accordance with the policy expressed in the Family Educational Rights and Privacy Act of 1974 (FERPA).
   
   d. Students have the right and responsibility to report, in good faith, and without fear of retaliation, violations of the Code of Conduct and violations of any other policy of the College, to appropriate academic or administrative officers of the College.

2. Procedural Rights and Freedoms

Students accused of violating the Code of Conduct have the following rights:

   a. To have access to all College policies and procedures regarding the functioning of the disciplinary process.
   
   b. To be informed of and to have explained as required the pending charges.
   
   c. To be free from intimidation or retaliation by College employees in the resolution of disciplinary matters.
   
   d. To be free from searches or seizures unless based on reasonable cause by appropriate officials. In accordance with written procedures approved by the Vice President for Enrollment and Student Success (VPESS), searches and seizures may be authorized by the VPESS, his/her designee, and Campus Security.

3. Responsibilities

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All students share the following responsibilities:

a. To read, become familiar with, and adhere to the Code of Conduct, the Program handbook of the program that the student is enrolled, the Title IX—Sexual Misconduct policy and Campus Housing Handbook, if living on-campus. Students will also be responsible for understanding all College policies posted on the College website.

b. To respect the personal and property rights of others and to act in a responsible manner.

c. To protect and foster the intellectual, academic, cultural, social, and mission of the College.

d. To observe the laws of local, state, and federal governments.

SECTION V: EMERGENCY ACTION SUSPENSIONS AND IN VOLUNTARY ADMINISTRATIVE TOTAL WITHDRAWALS

1. Emergency Action Suspension

On rare occasions, this authority may be exercised on an exigent basis to protect a student’s own physical or emotional safety and well-being, College property, the health and safety of particular individuals and/or the College community, or to prevent the threat of disruption of, or interference with, the normal operations of the College. On such occasions, the Dean of Students, VPESS or VPAA may take emergency administrative action to immediately suspend a student’s enrollment. The student will be notified in writing of this action and the reasons for the suspension. An Emergency Action Suspension Meeting will be held as soon as one can be convened, within thirty (30) days from notification of action. The purpose of this meeting will be to determine if the student may remain enrolled.

2. Involuntary Administrative Total Withdrawals

In situations where the College cannot effectively monitor or control the conditions or behaviors of certain students, it reserves the right to prompt an Involuntary Administrative Total Withdrawal. In circumstances where the mental, emotional and/or physical welfare of the student and various elements of the College community are in jeopardy, or where the student’s behavior and conduct become an imminent danger to the student and others, it may become necessary to take emergency action to temporarily or permanently separate a student from the campus community. Further, the College reserves the right to contact the student’s parent, guardian, or next of kin in the event of a medical emergency. The Family Education Rights and Privacy Act of 1974 (FERPA) provides for the release of normally protected student information when it is believed that the student represents a health or safety risk to self or others.

This policy will be instituted in the event that a student:

a. Demonstrates behaviors or lack of good judgment, suicidal behaviors, self-destructive behaviors, or has untreated or uncontrollable medical or mental conditions which result in actual or possible imminent danger of injury to themselves or members of the College community.

b. Demonstrates an inability to satisfy personal needs, to include activities of daily living, nourishment and maintenance of shelter.

c. Demonstrates a behavior due to mental, emotional, or medical incapacitation which poses an imminent danger of causing significant property damage, or directly and substantially impedes the lawful activities of others, interferes with the educational process or the orderly operation of the College.

d. Fails to comply with the instructions and guidelines of the Student Development Services staff or Campus Health as a result of an episode of mental or medical crisis intervention.

During the period of involuntary administrative total withdrawal, a student may be denied access to the campus, classes, housing, College activities, and denied privileges for which the student might otherwise be eligible, as the Dean of Students, VPESS, or VPAA, may determine to be appropriate. In making this determination, the Dean of Students, VPESS, or VPAA will consult with appropriate academic administrators and health care professionals, including but not limited to the Student Development Services or Campus Health staff.

i. Timeline of Process
A meeting will be scheduled within thirty (30) calendar days of the student’s Emergency Action Suspension or Involuntary Administrative Total Withdrawal, unless the student makes a written request asking that the meeting occur sooner. The Dean of Students will notify the student in writing indicating the reason for the Emergency Action Suspension or Involuntary Administrative Total Withdrawal, as well as the date, time, and place of the meeting. The student will be given an opportunity to respond. Appropriate College personnel may be present or consulted for this meeting. Parents, spouses, or any persons who would be of support to the student may, with the consent of the Dean of Students and the student, participate in the meeting.

The Dean of Students will notify the student in writing of the decision and the basis for the decision within ten (10) business days of the meeting. If it is determined that the student does not present a threat to himself/herself or others, the student will be permitted to continue as a student. If the decision is that the Emergency Action Suspension or Involuntary Administrative Total Withdrawal shall remain in effect, the communication will indicate what, if any, stipulations may govern his or her return to the College. Such stipulations may include providing certification from a healthcare professional indicating the student is able to return to the College.

### ii. Appeal of Emergency Action Suspensions and/or Involuntary Administrative Total Withdrawal

Students who wish to appeal Emergency Action Suspensions and/or Involuntary Administrative Total Withdrawals shall submit their appeal to the Dean of Students, who will forward the appeal to the College President.

In those cases, where internal and/or external health professionals were consulted, a report of findings and response to the appeal will be obtained by the Dean of Students. In addition, the President and/or the Dean of Students may require the student, at his or her expense, to obtain a psychiatric/medical evaluation from appropriate professionals external to the College to be presented. The Director of Compliance may be consulted for legal advice before a final decision regarding the appeal of an emergency action is reached. There shall be no further appeal of this decision.

### SECTION VI: EMERGENCY ACTION SUSPENSION OF STUDENTS CHARGED WITH A CRIMINAL ACT

A student charged with a crime, either a misdemeanor or felony, by any local, state, or federal entity may be recommended for an Emergency Action Suspension by a Program Director, Academic Dean, or the Dean of Students. In addition, disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and the Code of Conduct without regard to the pendency of the civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under the Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus at the discretion of the Dean of Students. If criminal charges arising out of the same facts as a result of violation of College rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant, the sanctions imposed under the Code of Conduct are not subject to change.

Emergency Action Suspension of a student charged with a criminal act will occur only in situations where the College determines there is a risk of substantial harm to the health or safety of the student or other individuals or to prevent the threat of disruption of, or interference with, the normal operations of the College. An individualized assessment will be made after consultation with the appropriate Program Director, Academic Dean, and Dean of Students, after considering the best available objective information.

It is the College’s policy that a student convicted of a felony shall be expelled from the institution, irrespective of the student’s current enrollment status. A decision about the continued enrollment of any student convicted of a misdemeanor will be made on a case-by-case basis which may be appealed through the VPESS.

### SECTION VIII: PROSCRIBED CONDUCT

The following is an illustrative list of proscribed conduct, including actual conduct and attempts to engage in such conduct, which is prohibited by the Code of Conduct. A reasonable suspicion that a student has engaged in or attempted to engage in such misconduct will be subject to the disciplinary sanctions.

#### 1. Safety

Causing any condition that jeopardizes the safety of individuals, groups of individuals, or the College community; participating in conduct or behavior that explicitly endangers the safety and well-being of oneself or others; tampering with safety measures or devices, such as alarm systems, fire extinguishers, exit signs, emergency phone systems, smoke or heat detectors, fire hoses, security systems, locked exterior or interior doors, and sprinkler systems; failing to conform to safety regulations, such as falsly reporting an incident, failure to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms, inappropriate use of the alarm system, and similar conduct; falsely reporting the presence or threat of a bomb or any other dangerous device or condition; having the knowledge of and not reporting an event or act that would potentially endanger members of the College community.
2. **Weapons**

Illegal or unauthorized possession, use, storage or transportation of weapons including firearms, explosives, ammunition, items that eject projectiles, knives, tear gas or dangerous chemicals or any item that any reasonable person would consider to have the possibility of doing bodily harm is prohibited.

3. **Discrimination**

Engaging in verbal or physical behavior directed at an individual or group based on national origin, race, creed, gender, religious beliefs, or sexual orientation that according to a person of reasonable sensibilities is likely to create an intimidating or demeaning environment that impedes the access of other students, faculty, and staff to the educational benefits available to them as a member of the College community. Wearing articles of clothing with derogatory, racist, discriminatory, patently offensive, profane, sexually explicit, or graphic messages either in words or pictures, which demonstrate bias or discrimination against any individual or group within the College community, is prohibited. See Title IX—Sexual Misconduct, Equal Opportunity/Non-Discrimination, and Harassment policies.

4. **Harassment**

Engaging in verbal, electronic, visual, written or physical behavior directed at an individual or group that in the view of a person of reasonable sensibilities is likely to provoke, or otherwise result in, a negative or injurious response, mental or emotional distress or related reaction or consequence is prohibited. This behavior may include: making an expressed or implied threat affecting another person’s academic pursuits; engaging in unwarranted obstruction or interference with respect to educational, campus activity, or personal pursuits, employment or participation, which includes but is not limited to behaviors or communications which detract or interfere with an instructor’s ability to provide instruction in the classroom, laboratory, clinical practicum, or any activity directly related to teaching, instruction or academic advisement and counseling, or any academic support services throughout the College community; creating an intimidating or demeaning situation or environment or inflicting personal, social, academic, psychological or emotional harm, or undue stress. See Harassment policy.

5. **Sexual Harassment**

See Title IX—Sexual Misconduct Policy.

6. **Assault**

Any willful attempt or threat to inflict injury upon another person, when coupled with an apparent present ability to do so, and any intentional display of force such as would give the victim reason to fear bodily harm constitutes an assault. An assault may be committed without actually touching or striking, or doing bodily harm. Self-defense may be a mitigating factor to this charge, depending on the circumstances.

7. **Sexual Abuse**

Sexual abuse occurs when the act is intentional and is committed either by: physical force, violence, threat, or intimidation; ignoring the objections of another person; causing another’s intoxication or impairment through the use of drugs or alcohol; taking advantage of another person’s incapacitation, state of intimidation, helplessness, or other inability to consent.

8. **Battery**

An encounter in which physical contact occurs or is threatened between two or more persons with weapons, blows or other personal violence and that may include pushing, shoving, and other acts of physical abuse. Self-defense may be a mitigating factor to this charge, depending on the circumstance.

9. **Stalking**

Course of conduct directed at a specific person that would cause a reasonable person to feel fear. “Course of conduct” is defined as a pattern of actions composed of more than one act over a period of time, however short, evidencing a continuity of conduct. Stalking can either be physical or electronic in nature.

10. **Hazing**
Hazing is defined as an act, which endangers the mental or physical health or safety of a student. It may include, but is not limited to, the destruction or removal of public or private property, or any activity conducted on or off-campus that causes or intends to cause an unreasonable expenditure of funds, embarrassing, intimidating or demeaning behavior, exposure to situations that could result in physical or emotional harm, or that causes undue stress, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in any sanctioned or unsanctioned group or organization at the College.

11. Alcoholic Beverages

See Alcohol and Drug policy. See also Medical Amnesty policy.

12. Drugs/Controlled Substances

The College prohibits the possession, use, sale or distribution of illegal drugs or the improper use of controlled substances and enforces all local and federal laws that prohibit the possession or sale of illegal drugs or drug paraphernalia. In addition, under federal and local laws, any student convicted of a drug-related offense must be denied all federal assistance, including Pell Grants. Information about remaining eligibility for federal financial aid may be obtained from the Office of Financial Aid. The College has a “zero” tolerance policy on the improper use of controlled substances and expressly prohibits:

a. The possession, use, manufacturing, distribution or intent to distribute and/or sale of a controlled or illegal substance. Examples of these illegal substances are: crack cocaine, ecstasy, date rape drugs, marijuana, cocaine, heroin, or any other narcotic or controlled substance except as expressly prohibited by law. See also Alcohol and Drug policy and Medical Amnesty policy.

b. The illegal possession, use, manufacturing, distribution or intent to distribute and/or sale of drug paraphernalia.

c. Aiding or abetting an individual or individuals who are in illegal possession, or who have an intent to use, sale, or to distribute or who use, sale, or distribute controlled substances or drug paraphernalia, including allowing persons involved in such activities to visit or stay in their apartment, or to be in any College owned or operated property over which they have control.

13. Forgery, Fraud, Dishonesty

Forging the name of a College employee, another student or any other person or entity, altering or misusing official College forms, documents, records, stored data, electronic data bases and College enterprise/information systems, identification of, or knowingly furnishing false information to College officers, officials, faculty and/or employees or providing such information involving or referring to the College to off-campus organizations, institutions, or individuals is prohibited. Making false statements in public or private, including knowingly filing false charges under the Code of Conduct and aiding and abetting another individual in the conduct of such actions also constitutes a violation of this provision. Students may not use the seal, logo(s), motto, trademarks, or other intellectual property of the College without written permission from the College. Authorized student organizations must be pre-approved to reproduce or to have a manufacturer reproduce the College trademarks on merchandise for sale or distribution.

14. Property Damage

The attempt of, or unauthorized removal, use of, or the defacing of College property, or property under College custody or control resulting in its destruction or damage is prohibited.

15. Theft

Attempted or actual theft of and/or damage to property or services of the College; knowingly possessing or transporting stolen property; or improperly using or converting the property of another for personal use is prohibited. The Code of Conduct also includes identity theft.

16. Unauthorized Entry, Use, or Trespassing

Entering or using College facilities or property, or property in the custody or control of the College, for an improper purpose, or without proper authorization, or assisting others in doing so violates the Code of Conduct.

17. Tobacco
Smoking any and all tobacco products, including electronic cigarettes, or use of smokeless tobacco, are prohibited on campus. See Tobacco-Free Environment policy.

18. Disruptive Conduct

Acting in a manner that impairs, interferes with, or obstructs the orderly conduct, processes, or functions of the College or of any person or persons on College owned or operated property or at any College-sponsored event is in violation of the Code of Conduct. Students whose behavior, communications, or attire may be considered disruptive while participating in academic programs, College activities, programs and general operations. Behaviors would include: use of electronic devices such as cell phones, video games, personal music players, playing computer games during class sessions, laboratory or clinical practicum’s and periods of academic instruction, remediation, or tutorial assistance. Disruptive conduct would also include the wearing of apparel or clothing in class, or during academic instruction that is lewd, profane or sexually explicit; attire that conveys messages in print or in picture form that are profane, vulgar, patently offensive, racist or discriminatory, and this conduct disrupts the instructor’s ability to maintain decorum or provide academic instruction in the classroom, laboratory, or other instructional environments. This also includes students who engage in disruptive behaviors or communications with an instructor, such as swearing or cursing, which impedes the ability of the instructor to present academic information in the classroom or laboratory, conduct academic advisement, counseling, or tutorial assistance.

19. Unprofessional Conduct

All students are expected to demonstrate professional behavior in accordance with College policies and program specific policies.

20. Electronic Communication

Using College telecommunications, data communication networks or any electronic means owned and operated by the College for illegal or improper purposes or in violation of College regulations and policies, or related federal, state, or local laws.

21. Harboring

Harboring is knowingly allowing any fugitive from justice, or any student, employee, or other individual who has been barred from the College, to stay in, or to be transported onto College owned or operated property or facilities is prohibited. This also includes harboring any individual who is considered to be a fugitive from justice or for whom there is an outstanding warrant.

22. Contracts

Students as individuals or representatives of student organizations are prohibited from entering into verbal or written agreements or contracts that purport to bind, obligate, or create liability of any kind for Nebraska Methodist College. The College will hold all such students individually liable for any financial or legal consequences or damages that may result from such unauthorized actions.

23. Established Policies and Procedures

The failure to observe any provisions or policies in of the student's program handbook, campus housing handbook, the College website, or appropriate school/college bulletin, pertaining to personal conduct or behavior.

24. Violation of Criminal Codes of the Local, State, or Federal Governments

On or off-campus actions or activities that violate criminal law.

25. Embezzlement

Unauthorized acquisition and/or use of funds belonging to, or under the stewardship of, any College department, organization, or individual.

26. Contempt Of, Or Interference With, Any Disciplinary Program Actions or Activities

Failure to respect the disciplinary program or process, including failing to appear for a meeting if requested to do so, interfering with attendance by any person or persons mandated to attend a meeting or interfering with the disciplinary process violates the Code of Conduct.

27. Social Media
Students are required to follow the applicable federal requirements under HIPAA regulations, including information obtained about patients during clinical rotations and adhere to all applicable college privacy and confidentiality policies. See Confidentiality of Patient Records (HIPAA) policy.

28. Media Contact

Students are expressly prohibited from speaking on behalf of, or for, Nebraska Methodist College with any media organization or publication, or from inviting the same to any College-owned or operated property, facility, or event without the express permission of the College.

29. Presenting False Testimony

Knowingly making false statements regarding a disciplinary matter before, during or after the disciplinary adjudication process is in violation of the Code of Conduct.

SECTION VII: RESOLUTION PROCESS

Reports of violations of the Code of Conduct may result from a written Incident Report taken by Campus Security or College employee. And too, reports of Code of Conduct violations may result from a Complainant reporting a violation. A Complainant may be a student, College employee, or visitor.

The purpose of the resolution process is to provide for an impartial review and to ensure that the rights of all students are properly recognized and protected. Such review will be accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, and shall allow the parties involved to participate. All parties will be expected to act in a professional and civil manner. Academic and nonacademic decisions made by the College President or Vice Presidents are final and not subject to appeal.

1. Complaint

First, the Complainant must review the Code of Conduct to determine the specific provisions violated. Second, the Complainant must complete and file a written report to the Dean of Students of an alleged violation of the Code of Conduct within fourteen (14) calendar days of the incident or knowledge of the incident. Requests submitted after this fourteen (14) calendar day period will only be resolved if extenuating circumstances are present and requires approval of the Dean of Students.

If the Dean of Students determinations a violation of the Code of Conduct may have occurred, the Complainant and the Respondent will be informed in writing by the Dean of Students within fifteen (15) business days after receipt of the request. The Dean of Students will inform the Respondent of the allegation and related information and a timeline to respond.

The Respondent will be given an opportunity to provide his/her account of the incident and allowed to plead “Responsible” or “Not Responsible.” If the Respondent fails to respond within six (6) business days of the date of the written notice, the Dean of Students may proceed with scheduling and convening a hearing to resolve the matter.

A plea of “Not Responsible” by the Respondent will result in an investigation of the case by the Dean of Students. The Respondent and the Complainant will be notified of the date, time and place of the hearing.

A plea of “Responsible” by the Respondent will result in a review of the case and determination of appropriate sanctions by the Dean of Students.

2. Hearing Notification

Resolution of a violation of the Code of Conduct is handled through a hearing conducted by the Hearing Officer. The Hearing Officer shall be chosen by the Dean of Students from the pool of trained Title IX Investigators outside the Complainant or Respondent’s program of study. If possible, conflicts of interest will be avoided. However, it remains the Complainant or Respondent’s responsibility to notify the Dean of Students of such conflict not less than five (5) business days prior to the hearing so an alternative Hearing Officer may be selected.

a. Notification of Hearing

The Dean of Students shall notify the Complainant and Respondent, in writing, of the date, place and time of a scheduled hearing not less than ten (10) business days prior to the hearing (excluding holidays). Both the Complainant and the Respondent shall be informed that they are responsible for contacting their own witnesses, informing them of the hearing, and ensuring their attendance at
the hearing. Witness lists are to be submitted to the Dean of Students at least two (2) business days prior to the hearing. Upon request, the Dean of Students will make copies of the witness lists available to the parties. Upon request, the Dean of Students will notify respective faculty of the approved absence for any students who are participating in a disciplinary procedure.

b. Notification of Inability to Attend a Hearing
If either the Respondent or the Complainant cannot attend a scheduled hearing due to compelling circumstances, he/she must notify the Dean of Students as soon as this fact is known. Written documentation of extenuating circumstances must be provided. Failure to adhere to this policy may result in additional disciplinary action and/or conducting the proceeding without the benefit of the absent person’s participation.

c. Document Access
The Respondent and Complainant shall have reasonable access to relevant case documents maintained by the Dean of Students. Documents prepared by the Dean of Students, those submitted during the hearing, and the statements given, will constitute the record the hearing.

d. Failure to Attend
A student accused of violating the Code of Conduct, who has received appropriate notification to attend a scheduled hearing but fails to do so, may be considered in violation of the disciplinary process and subject to further disciplinary action. The Hearing Officer may elect to proceed with the hearing without the Respondent and render a decision based on the evidence presented.

A witness, who is called by the Dean of Students, with evidence critical to the resolution of a violation of the Code of Conduct given reasonable notification of a hearing, but who refuses to attend, may be considered in violation of the disciplinary process and subject to possible disciplinary action.

e. Rules of Evidence and Legal Representation
Nebraska Methodist College’s disciplinary proceedings are not subject to the formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court. Rather, Hearing Officer shall make a determination based on whether the record makes it more likely than not that the claims are true.

The Respondent and the Complainant may consult with their personal legal counsel in preparation for a hearing; however, attorneys are not allowed to attend a disciplinary hearing or to represent a student at a hearing. A student may elect to have a peer advisor, at a hearing, who shall serve in an advisory capacity only. Advisors are not permitted to speak or to participate directly in the hearing. Peer advisors must be current students in good academic, disciplinary, and financial standing with the College.

f. Scope of Evidence Considered In a Disciplinary Action
The Hearing Officer shall be the sole judge of the relevancy and admissibility of evidence presented for consideration.

3. Process for Conducting the Hearing
   a. Closed Hearings
All hearings are closed to anyone other than those persons directly involved, Dean of Students and/or the designee, the Complainant, Respondent, and witnesses, unless the Dean of Students determines otherwise.

   b. Witnesses
Only those persons with direct knowledge of the incident shall be allowed to appear as witnesses. Those attesting to character alone are not allowed to serve as witnesses. A list of any witnesses speaking on behalf of the Respondent or Complainant must be submitted to the Dean of Students no later than two (2) business days prior to the hearing.

   c. Postponement
A one-time request for postponement may be considered and granted by the Dean of Students only when he/she determines that there is a compelling reason for the delay. In that event, the Dean of Students will set a new date for the hearing and notify, in writing, all parties involved.

   d. Role of the Hearing Officer
The Hearing Officer is responsible for conducting the hearing in a fair manner and recommending such action(s) as necessary to sanction or control disruptive or inappropriate behavior.

   e. Burden of Proof
The Complainant carries the burden of proof to establish the Code of Conduct violation of the Respondent. The Complainant must demonstrate that it was “more likely than not” (preponderance of the evidence standard) that the Respondent committed the violation(s) that he/she is being accused. The Respondent should be prepared to respond to charges against him/her with witnesses and/or documents, as appropriate.

f. Deliberation, Decision Making, and Reporting Results to the Dean of Students
The Hearing Officer shall consider all information in the record. The Hearing Officer shall prepare a written report including any recommended sanctions and submit the report to the Dean of Students within five (5) business days of the hearing. The Dean of Students shall notify the Respondent and the Complainant of the decision. Sensitive information considered to determine sanctions shall be deemed confidential and will not be shared with students, except upon written request from any alleged victim of a crime of violence or non-forcible sex act will the results of the College’s disciplinary proceedings against the Respondent will be disclosed.

4. Notification of Hearing Outcome
The Dean of Students shall review the recommendations of the Hearing Officer and shall make a final determination on sanctions. The Dean of Students shall then prepare a written memorandum setting forth the decision and any sanctions and notify both parties within twenty (20) business days after receipt of the report. The Dean of Students reserves the right to delay notification when it determines that such delay is in the best interest of the College. When deemed necessary or appropriate by the Dean of Students, it shall notify relevant College officials, programs and organizations of hearing outcomes and sanctions.

SECTION X: APPEAL

1. Criteria for an Appeal
A finding of “Responsible” for violations of the Code of Conduct and/or the sanctions imposed may be appealed. However, an appeal may result in a reversal or modification of a decision only if one of the following criteria is met. It should be noted that an appeal is not an opportunity to have a new hearing on the matter. As described below, an appeal may only be used to reverse an error or to consider important information that was not available at the hearing.

   a. Process - An important procedure leading up to or during the original hearing was ignored or so flawed that the hearing was not fair and impartial.

   b. Substantive Error - There was an error in identifying or interpreting the controlling and relevant College policy or standard of conduct and this substantially affected the hearing and resulted in the Respondent being denied a fair hearing outcome.

   c. New Evidence - Relevant new evidence has surfaced that could have materially affected the decision or finding of the Hearing Officer. This evidence must be produced and substantiated or documented and it is required that proof be provided that this information was not available at the time of the hearing.

   d. Disproportionate Sanction - The sanction levied is manifestly unjust because it is overtly disproportionate to the offense.

2. Process for Filing an Appeal of Disciplinary Action
An appeal must be submitted to the Dean of Students by the student found “Responsible” within five (5) business days of receipt of the letter of notice of initial hearing outcome. The statement must clearly specify the grounds on which the appeal is being made and have attached any supporting documentation. Each case may be appealed only once.

3. Appeal Review Process
The written appeal must be submitted to the Dean of Students. The Dean of Students will forward the appeal to the VPESS. The VPESS shall have the authority to determine if the appeal could reasonably be expected to meet at least one of the four stated criteria. If so ruled, he/she will set up an appeal hearing and notify the parties of its date, time, and location.

If possible, conflicts of interest will be avoided. However, it remains the Complainant or Respondent’s responsibility to notify the Dean of Students of such conflict not less than five (5) business days prior to the hearing. If after notification, the Dean of Students determines a conflict of interest exists between the VPESS, the Complainant and/or the Respondent, the Dean of Students will forward the appeal to the Executive Vice President, VPAA, or the President. The Executive Vice President, VPAA or the President shall then
have the authority to determine if the appeal could reasonably be expected to meet one of the four stated criteria and administer the appeal hearing in place of the VPESS.

4. Appeal Hearing

Appeal hearings will be limited to a presentation of evidence by the appealing student that directly addresses the grounds for an appeal. No witnesses may be called.

5. Remedies on Appeal

The following actions may be taken by the VPESS, transmitting a recommendation to the Dean of Students:
   a. Affirm the original findings.
   b. Affirm the original findings, but change the sanction(s) levied.
   c. Overturn the original findings and remand to the original Hearing Officer for a new hearing.

6. Notification of Finding

The results of an appeal review will be forwarded to the Dean of Students within twenty (20) business days of the VPESS’s decision. Within five (5) business days, the Dean of Students will inform the student who initiated the appeal and the Complainant of the decision. If the case is remanded for a new hearing, the Dean of Students will contact the students about the new hearing. At the discretion of the Dean of Students, a different Hearing Officer may be asked to hear the case.

7. Limitations

Each case may be appealed only once. Therefore, the finding of the VPESS is final and binding. Only the Respondent may file an appeal. Appeals filed after the stated deadline will not be considered, except in compelling circumstances, as determined by the Dean of Students.

8. Stay of Sanction(s) During the Appeal Process

The Dean of Students will determine if the sanction(s) imposed on an appellant will be stayed pending the appeal process.

SECTION XI: DISCIPLINARY SANCTIONS

The purpose of disciplinary sanctions for violations of the Code of Conduct is to educate students about responsible behavior as members of the Nebraska Methodist College community, to maintain order, and to protect the rights of others. Students found “Responsible” for violating the Code of Conduct are notified of sanctions by the Dean of Students, who also monitors compliance with the sanction. There is no set sanction for any particular offense, with the exception of automatic expulsion for a felony conviction. Sanctions will be determined individually and should reflect the nature and severity of the offense.

1. General Terms

The College reserves the right to apply any sanction for a violation of the Code of Conduct that in its sole discretion appropriately addresses the gravity and frequency of the offense. One or more sanctions may be imposed for any offense. Prior offenses are cumulative and any student found in violation of the same offense or a second offense of equal or greater magnitude may be suspended or expelled from the College. However, evidence of prior violations of the Code of Conduct may be considered after a determination of “Responsible” has been made as part of the process of determining sanctions.

Sanctions are imposed under the Code of Conduct without regard to student classification, prospective graduation date, the time in the semester or term when the violation occurs, scholarship status, or any other factor.

Students who have not completely fulfilled their sanctions may be allowed to register for classes for the subsequent semester if all other financial and academic conditions have been met. However, their registration will be cancelled if they fail to comply with all the stipulations of the sanctions within the time limit set.

The imposition of sanctions is a record maintained in the office of the Dean of Students.

2. Types of Disciplinary Sanctions
One or more of the following sanctions may be imposed for any violation of the Code of Conduct. The failure to comply with an imposed sanction, as directed, can lead to the imposition of more severe sanctions, up to and including suspension or expulsion. The identified sanctions do not represent the full range of sanctions which may be imposed against a student found “Responsible” for a violation of the Code of Conduct.

- **Disciplinary Warning or Reprimand** - A disciplinary warning or reprimand is an official written statement of censure. It is used when a student’s behavior is unacceptable, but is considered to be minor and/or unintended. It includes a warning that any additional violation(s) of the Code of Conduct may result in more severe disciplinary actions. The written statement shall be delivered to the student via mail or the student’s College e-mail account.

- **Letter of Apology to the Aggrieved Party** - A student may be required to write a letter of apology to the aggrieved party. A draft copy of the letter must be provided to the Dean of Students for prior approval.

- **Requirement to Seek Counseling** - This sanction may be imposed when a student is found “Responsible” for disrupting or uncivil behaviors. In such case, the student shall be required to provide evidence to the Dean of Students of attendance and completion of counseling by a qualified professional.

- **Participation In, or Conducting, Special Workshops, Classes or Seminars** - A student may be required to participate in, or to develop, advertise and present special workshops or seminars related to a Code of Conduct violation. In such a case, the student may be required to present a typed summary of the activity to the Dean of Students.

- **Research Assignments** - A student may be required to complete a research assignment on a topic related to the Code of Conduct violation within a specified deadline.

- **Community Service** - A student may be required to perform work assignments at the College or in the local community.

- **Parent Consultation** - Parent/guardian may be contacted when a student’s behavior causes alarm, serious disruption, or is a health or safety concern.

- **Persona Non Gratz** - Prohibiting entry into a specific building on campus for a specific amount of time due to interference with the community.

- **Termination of Residency** - Loss of on-campus housing, without refund, and/or dining privileges, permanently or for a specified period of time.

- **Fine** - A monetary sanction issued in the form of a charge to a student account or a deduction from the Residential Life and Housing damage deposit. Fines are most commonly issued for violations of life safety policies or failure to follow college procedures.

- **Withholding of an Official Transcript** - May be imposed upon a student who fails to pay a debt to the College.

- **Delay in Awarding Degrees** - The College reserves the right to delay the awarding of any degree.

- **Bar Against Re-Enrollment** - May be imposed on a student who has a disciplinary case pending or who fails to pay a debt to the College.

- **Restitution** - Restitution is reimbursement to compensate for personal injury, property damage, or misappropriation of College or other personal property. It may be in the form of money or services, subject to the discretion of the Dean of Students.

- **Disciplinary Probation** - Disciplinary probation may be imposed for a specified period of time. A student may not represent the College in any public function, participate in clinical rotations or hold office in a student organization. Notification of disciplinary probation may be provided to the parents of the student if the College first receives the student’s written consent or a FERPA exception applies. Students receiving scholarships for any activities enumerated above may have that scholarship suspended or terminated. Decisions regarding scholarships will be made by the VPESS.
Limited Term Suspension - Suspension is appropriate in cases of serious misconduct or in cases when a student has violated a condition of disciplinary probation, or has failed to meet the stipulations of lesser sanctions. A student may be suspended from the College for the remainder of the semester, or summer session, in which the sanction is applied, or any portion thereof, for the next semester, or for any other additional periods determined appropriate by the College. Suspensions are recorded on the student’s permanent record (official transcript). Students suspended from the College are required to return their student identification cards, apartment keys and other College property and shall be barred from the campus for the duration of their suspension. Exceptions may be granted to this prohibition by the Dean of Students, if it is determined that the barred student must enter College property for the purpose of conducting official business. If a student returns to the campus without permission during the period of suspension, his or her eligibility to be re-admitted to Nebraska Methodist College is jeopardized and such persons may also be charged with unlawful entry and, thereby, made subject to arrest.

Indefinite Suspension - Indefinite Suspension provides for all conditions described in Limited Term Suspensions, but does not give a specific date for the consideration of readmission of the suspended student. This sanction is used in cases of extremely serious misconduct when evidence of rehabilitation must be presented by the student and accepted by the VPAA before the student is readmitted to the College.

Expulsion - Expulsion is the most severe sanction that the College may impose. Expulsion is permanent dismissal from the College. In addition, the student is not eligible for readmission to the College and permanently barred from Nebraska Methodist College owned or operated property and from all College-sponsored events. Students expelled from the College are required to return any student identification cards, apartment keys, and other College property and must leave campus immediately upon notification of being expelled. If an expelled student returns to the campus, he or she will be charged with unlawful entry and may be arrested. An expelled student’s relationship with the College is severed permanently.

Other sanctions as deemed appropriate by the Hearing Officer.

SECTION XII: REVISIONS OF THE COLLEGE CODE OF CONDUCT

1. Periodic Review

The Dean of Students will conduct a full formal review of the Code of Conduct at least every five (5) years or at such other times as it deems appropriate to determine if the College Code of Conduct should undergo a full revision process.

2. Procedure for Revision

If it is determined that the Code of Conduct is in need of full revision, the procedure for developing a new document for recommendation will be as follows:

a. A committee composed of faculty, administrative staff and students will be appointed by the Dean of Students to review the recommendations for changes. The pool of those eligible to serve will come from names submitted by Academic Deans, Program Directors, Faculty Senate, and Student Government. In the event that after appropriate notice, names are not submitted, the Dean of Students shall make appointments.

b. The draft of the revised Code of Conduct is completed by the Dean of Students and forwarded to the Director of Education Compliance for review and comment.

c. Students will be informed of the revisions via email. Comments and concerns will be considered in completing the final draft.

3. Forwarding for Approval

The final document will be authored by the Dean of Students and forwarded, through the Director of Education Compliance to the President and Cabinet for final review.

4. Amendments
Amendments to the Code of Conduct deemed necessary by the Dean of Students during periods between formal full reviews and revisions will be prepared by the Dean of Students and forwarded to the Director of Education Compliance and Cabinet for approval and implementation.

**Drug Prevention Program**

Nebraska Methodist College Standards of Conduct regarding illicit drugs and alcohol

- It is a violation of the alcohol policy for students to consume or possess alcoholic beverages on campus.
- NMC students are expected to abide by federal, Nebraska State law, and local Omaha laws.
- Student possession or consumption of alcohol on campus or at any College sponsored student event shall constitute misconduct. A College-sponsored event is any gathering where students are in attendance that is arranged or is endorsed by the College.
- Should a student attend class, clinicals, laboratory sessions, practicums or College sponsored or approved events while under the influence of alcohol or drugs (illegal or prescribed), this shall constitute misconduct.
- Any student or student organization which violates this policy will be subject to disciplinary action which may include immediate dismissal from the College.
- The manufacture, sale, possession, distribution or use of illegal drugs is prohibited.
- The College will cooperate fully with state and federal laws. Section 5301 of the Anti-Drug Abuse Act of 1988 states in part, "if a student is convicted of drug distribution or possession, the court may suspend eligibility of Title IV financial aid.
- If a student is convicted three or more times for drug distribution, he/she may become permanently ineligible to receive Title IV financial aid."

**Alcohol and Drug Policy**

Nebraska Methodist College encourages all members of the college community to maintain civic and social responsibility when making decisions regarding the use of alcoholic beverages. If a student demonstrates unsafe and/or unprofessional behavior and fails to achieve the standard of care, violates professional standards or state practice acts of each academic program, or calls into question the professional accountability of the student, corrective action will follow. Students are expected to adhere to the standards of behavior required of healthcare professionals. Depending upon the degree of actual or potential harm a client may suffer, a onetime deviation from safe practice may be sufficient to judge a student unsafe. In accordance with the College's position on alcoholic beverages or drugs (illegal or prescribed), students practicing in a clinical setting or coming to class under the influence of alcohol and/or drugs is prohibited and warrants corrective action. The College may require a student to submit to a blood, breath, and/or urine test for drugs or alcohol for reasonable cause. A student may request assistance with a drug or alcohol-related use/abuse problem without risk of penalty, provided the request is not the result of a violation. All such requests will maintain the student's confidentiality. See College Catalog for procedure for reasonable cause testing.

**Campus Housing Policy**

- The use and/or possession of alcohol/alcohol containers, as well as the manufacture, sale, distribution, use and/or possession of illegal drugs/drug paraphernalia is prohibited on campus. The consequences for each resident involved in an alcohol-related violation are as follows:
  - 1st Incident - All guests escorted out of Josie's Village; an alcohol awareness session with a College counselor and 10 hours of community service.
  - 2nd Incident - 20 hours of community service; guest privileges restricted for two weeks and an alcohol evaluation
  - 3rd Incident - Eviction from Josie's Village without any refund of rent or deposits paid.
- The consequences for each person involved in an illegal drug related violation at Josie's Village will include the following:
- Automatic eviction of the resident(s) from Josie's Village, without any refund of rent or deposits paid; and
- All names referred to College and local authorities where additional College, local, state, and federal sanctions may apply.
- Sanctions for either type of violation may also include the immediate dismissal of a student from the College.

**Drug Screening Policy**

The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property in the clinical programs of Nebraska Methodist College. Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their
employees. Accordingly, submitting a negative urine drug screen is a condition for participation in the clinical component of all programs.

For all programs, submitting a negative drug screen will be a requirement prior to the start of clinical courses. Repeat testing may also be required for cause or to retest a dilute sample. Failure of the drug test, tampering or attempting to tamper with a specimen, or refusal to cooperate with any aspect of this policy, or any health system policy on substance abuse, will result in disciplinary action up to and including dismissal, refusal of enrollment or denial of clinical course progression. The student shall be responsible for paying any and all associated costs of urine drug screening including necessary retesting for any reason. Charges will be added to the students' account.

Test results will be confidential with disclosure of results provided only to approved persons involved in evaluating qualifications for clinical programs. Because of the mandate to comply with health system policies, disciplinary actions against students may be imposed without the customary mechanisms of academic warning and probation. Reports are the property of the NMC, will not be provided to students unless requested, and will be kept in confidential files separate from the student's academic file.

**Nebraska Citations and Penalties**

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<tr>
<th>OFFENSE</th>
<th>DESCRIPTION</th>
<th>PENALTY</th>
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<tbody>
<tr>
<td>DWI/.08/Refusal</td>
<td>These offenses all fall within the same misdemeanor. Driving while impaired is a violation that includes other drugs.</td>
<td>$400 - $500.00 fine, 7-60 days in jail, 6 month license suspension.</td>
</tr>
<tr>
<td>Using False ID/Minor Misrepresenting Age</td>
<td>It is a violation to use falsified documents to purchase alcohol. No minor shall obtain, or attempt to obtain, alcoholic liquor by misrepresentation of age, or by any other method, in any tavern or other place where alcoholic liquor is sold.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Furnishing a False ID</td>
<td>Any person who knowingly manufactures, creates, or alters any form of identification for the purpose of sale or delivery of such form of identification to a person under the age of twenty-one years. This includes any card, paper, or legal document that may be used to establish the age of the person named thereon for the purpose of purchasing alcoholic liquor.</td>
<td>Up to $500.00 fine and 6 months in jail</td>
</tr>
<tr>
<td>Consuming Alcohol in Public</td>
<td>It is illegal to consume alcohol on the public right of way. This includes street, sidewalks or any other public property.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Selling Alcohol Without a License</td>
<td>It is illegal to charge for alcohol in any way e.g., at the door, as a cover charge or by the drink, if you do not have a liquor license.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Failure to Disperse/Failure to Obey a Lawful Order</td>
<td>You may be cited for failing to leave or obey a specific command if ordered by an officer to do so.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Felony Assault</td>
<td>Assaulting another person causing serious injury and/or involving the use of a weapon</td>
<td>Depending on the severity of the injury, this offense could result in incarceration.</td>
</tr>
<tr>
<td>Minor in Possession</td>
<td>No one under the age of 21 may possess, consume, or have physical control of alcohol. Exceptions: a minor may possess or have</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
</tbody>
</table>
physical control of alcoholic liquor in his or her permanent place of residence. 19 and 20 year olds may handle alcohol as part of their employment duties.

<table>
<thead>
<tr>
<th>Minor Attempt to Purchase</th>
<th>It is unlawful for anyone under the age of 21 to attempt the purchase of alcohol with or without identification.</th>
<th>Up to $500.00 fine and 6 months in jail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procuring Alcohol for a Minor</td>
<td>It is illegal to purchase alcohol for anyone under the age of 21.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Disorderly House</td>
<td>This violation enables law enforcement to cite property owners or renters with parties that get out of hand causing a disturbance.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Misdemeanor Assault</td>
<td>Striking another person causing injury.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Urinating in Public</td>
<td>It is unlawful for any person to urinate or defecate on a public street, alley, or any other property, public or private, open to or visible to the public.</td>
<td>Minimum $100.00 fine</td>
</tr>
</tbody>
</table>

Health Risks Associated with Alcohol and Drugs

1. Alcohol consumption causes a number of changes in behavior and physiology. Even low doses significantly impair judgment, coordination, and abstract mental functioning. Statistics show that alcohol use is involved in a majority of violent behaviors on college campuses. Continued abuse may lead to dependency, which often causes permanent damage to vital organs and deterioration of a healthy lifestyle. Alcohol use can result in missing class, poor academic performance and disciplinary or legal issues. Other consequences associated with alcohol use include: injury to self or others, being involved in a fight, forgetting where you were or what you did, doing something you later regretted and having unprotected sex.

2. Amphetamines can cause a rapid or irregular heartbeat, headaches, depression, damage to the brain and lungs, tremors, loss of coordination, collapse, and death. Heavy users are prone to irrational acts.

3. Cocaine/Crack users often have a stuffy, runny nose and may have a perforated nasal septum. The immediate effects of cocaine use include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature, paranoia and depression. Cocaine is extremely addictive and can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, psychosis, convulsions, stroke and even death.

4. Hallucinogens such as Lysergic Acid Diethylamide (LSD) cause illusions and hallucinations. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even when use has ceased. Phencyclidine (PCP), another hallucinogen affects the section of the brain that controls the intellect and keeps instincts in check. Hallucinogens can cause liver damage, convulsion, coma, and even death.

5. Marijuana may impair or reduce short-term memory and comprehension, alter sense of time, and reduce coordination and energy level. Users often have a lowered immune system and an increased risk of lung cancer. Users also experience interference with psychological maturation and temporary loss of fertility. The active ingredient in marijuana, THC, is stored in the fatty tissues of the brain and reproductive system for a minimum of 28 to 30 days.

6. Methamphetamines, known as speed, meth, ice, glass, etc. have a high potential for abuse and dependence. Taking even small amounts may produce irritability, insomnia, confusion, tremors, convulsions, anxiety, paranoia, and aggressiveness. Over time, methamphetamine users may experience symptoms similar to Parkinson's disease, a severe movement disorder.

7. Narcotics such as codeine, heroin or other opiate drugs cause the body to have diminished pain reactions. The use of heroin can result in coma or death due to a reduction in heart rate.

8. Steroid users experience a sudden increase in muscle and weight and an increase in aggression and combativeness. Steroids can cause high blood pressure, liver and kidney damage, heart disease, sterility and prostate cancer.
Universal Crisis and Drug Abuse Hotline 1-800-392-0280
Counseling treatment and rehabilitation for drug and alcohol abuse

After a student meets with a campus counselor, recommendations will be made on an individual basis. A violation will result in a meeting with the counselor and referrals to either campus counselors or community resources, with a release to the campus counselor.

**Special Note**- Please be aware that healthcare providers hold a special responsibility to the public. Drug and Alcohol violations are taken seriously due to the professional nature of Nebraska Methodist College. The State of Nebraska licensing boards require an explanation and description of any misdemeanor or felony before State Boards can be taken.

**GUIDELINES FOR DISCIPLINARY PROCEDURES**

Individuals found to be in violation of various rules and regulations may be subject to disciplinary sanctions. It is the belief of the College 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. Thus, these examples are not meant to represent the only sanctions that may be used by the College.

**Reprimand:** A written warning to a student for a violation of College policy. The warning shall include notice that further violations of the same or other regulations will result in a more severe disciplinary sanction. A copy of the warning letter is placed in the student's academic file.

**Apology:** A required formal apology, given either verbally or in writing (as designated by the sanction), either private or public, to an individual, outside agency, or the College. Evidence of the offering of the apology may be required.

**Restitution:** In the event of damage, destruction, or theft, a student may be required to make a full and complete reimbursement to the College or others. Restitution for College property, damage, or theft may take the form of financial payment, appropriate service, or other compensation. Failure to make arrangements to pay may result in a hold being placed on the student's NMC account.

**Monetary Fine:** The student is required to pay a specific monetary fine to the College. Failure to pay or to make arrangements to pay such fines may result in a hold being placed on the student's NMC account.

**Work Project:** The student is assigned a specific work or service project, as outlined in a work agreement. This sanction will normally be assigned to help the student reflect upon the negative implications of his/her behavior.

**Disciplinary Warning:** This sanction is administered to serve as a notice to the student that his/her behavior was unacceptable and inconsistent with the College's values and standards of behavior. The Warning will note that any future violations of the policy could result in the imposition of more severe sanctions. In some cases, it may be the preliminary step to Disciplinary Probation. This sanction may also involve specific conditions that may include, but are not limited to:

1. Removal from campus housing or relocating within the apartments.
2. Restriction of access to specific campus facilities.
3. Loss of privileges, to include, but not limited to, the following:
   1. Active participation in any or all public events sponsored by the College or by students;
   2. Attendance at any or all public events sponsored by the College or by students;
   3. Normal visitation rights.
4. Work project requirements/assignment.

If a student is found responsible for a violation of the College's Title IX – Sexual Misconduct Policy, a Disciplinary Warning could also include one or more of the following:

1. Required consultation with a member of the College's counseling staff, as well as required participation in any on-going counseling and/or educational programming recommended by the counselor.
2. Issuance of a public apology by the student.
3. Prohibited contact for a specific period of time between the violator and the victim.

**Disciplinary Probation:** This sanction may involve specified conditions that may include, but are not limited to:

1. Removal from campus housing or relocating within the apartments.
2. Restriction of access to specified campus facilities.
3. Loss of privileges to include, but not limited to, the following:
   1. Active participation in any or all public events sponsored by the College or by students;
   2. Attendance at any or all public events sponsored by the College or by students;
   3. Representation of the College in specified manners;
   4. Holding office in a College-approved organization;
   5. Participating in specific extracurricular activities;

4. Required participation certain groups and/or educational programs as they relate to the violation.

Disciplinary Probation can also carry other sanctions imposed by certain campus organizations and academic departments. For example, a student on Disciplinary Probation may be ineligible to hold positions in Student Senate, participate in clinical rotation, or hold positions on the student housing staff. Any such sanctions are considered independently by those organizations or departments and may be imposed in addition to the sanctions identified above. Notification of Disciplinary Probation may be sent to a minor student's parents, subject to regulations governing a student's right to privacy.

**Suspension**: Suspension from classes and/or the College property may occur for a period of up to one (1) regular semester. A student wishing to re-enroll at the end of the suspension period must notify the Vice President of Student Affairs in writing six (6) weeks prior to the start of the semester.

**Dismissal**: Dismissal constitutes expulsion from the College. Students who have been dismissed are not eligible for return or reapplication.

**Required Assessment and/or Counseling**: In the event a student's conduct creates safety concerns and/or violates the NMC Code of Conduct Policy, he or she may be required to receive counseling, not necessarily as a disciplinary measure, but as an attempt to facilitate growth and/or safety. The student's conduct will be individually evaluated based on observations of his or her actions that indicate safety concerns or violations of the Code of Conduct. Following this individual assessment, College, at its discretion, will determine whether the student will be required to obtain treatment or evaluation from a qualified healthcare professional. Based on the results of the student's assessment, the College, using careful judgment, will determine whether the student is otherwise qualified to take classes. Before the College concludes that the student's conduct merits suspension or other appropriate disciplinary measures, student will be provided with a forum in which he or she will be given a reasonable opportunity to be heard and respond. However, in exigent circumstances, the College may take immediate measures to dismiss or withdraw the student. Any decision to suspend or withdraw a student will be made in accordance with Code of Conduct procedures. If the College takes immediate action to dismiss or withdraw the student, the student will be given the opportunity at a reasonable time afterwards to be heard and to present his or her position.

**Matters of Conscience**

A student may be assigned to a situation that may pose an ethical dilemma for them. The student who objects to providing care for assigned patients based on matters of conscience will notify the instructor as soon as possible. The student will remain aware that their first responsibility is to the patient, and that they should complete the necessary care to meet the immediate needs of the patient. The student shall not abandon the patient. The faculty will attempt to provide individual guidance to the student in the immediate situation.

**Romantic and Sexual Relationships Between Students and Staff Policy**

The relationships between students and their teachers, advisors, and others holding positions of authority over them should be conducted in a manner that avoids potential conflicts of interest, exploitation, or personal bias. Given the inherent power differential, the possibility of intentional or unintentional abuse of that power should always be borne in mind. For example, a conflict of interest arises when an individual evaluates the work or performance of a person with whom he or she is engaged in a romantic or sexual relationship. In addition, relationships between students and others holding positions of authority can also lead to possible Title IX sexual harassment claims.

Romantic or sexual relationships between students and persons in positions of authority compromise the relationship between students and the College. No member of the College community should simultaneously be romantically or sexually involved with a student whom he or she teaches, advises, coaches, or supervises in any way. Individuals in such positions of authority must not allow these relationships to develop or continue.
**SEXUAL HARASSMENT/ASSAULT PREVENTION PROGRAMS AND RESOURCES**

NMC will not tolerate domestic violence, dating violence, sexual assault, stalking or any other forms of sexual misconduct. In accordance with NMC’s sexual misconduct policy, NMC utilizes procedures that provide prompt, fair and impartial investigation and resolution of the reported incident.

Sexual abuse, domestic violence, dating violence, and stalking of students and/or employees at Nebraska Methodist College are considered acts of criminal behavior and are not tolerated. NMC policy requests an immediate reporting of sexual misconduct/harassment to a College administrator or the Title IX Coordinator. The complete policy and procedures can be found on the internet at [http://www.methodistcollege.edu/about/policies-and-guidelines/personal-conduct](http://www.methodistcollege.edu/about/policies-and-guidelines/personal-conduct). Also, please see the College Code of Conduct or the Employee Handbook. In both sets of material, information about informing law enforcement authorities is addressed.

Following the initiation of a complaint, the College will investigate the case, as well as assist the individual in reporting the offense to the local police, if requested to do so. After an alleged sex offense, domestic violence, dating violence, or stalking incident is reported, at the victim’s request, the College will attempt to make changes to his/her academic and living situations if options are reasonably available.

Reporting a sexual assault may help to prevent another assault. Reporting the incident does not mean the victim must proceed with a prosecution. Immediately following the incident, the victim should try and write down everything he/she remembers about the incident. In accordance with the NMC’s Title IX—Sexual Misconduct Policy and the Violence Against Women Act, students are encouraged to report incidents of sexual assault, domestic violence, dating violence, and stalking to the Title IX Coordinators, College Counselor, Program Director, Academic Dean, College Administrator or Campus Security.

Nebraska Methodist College offers different programs and resources in an effort to prevent and/or remedy occurrences of sexual harassment/assault on its campus or College-sponsored activities. Primary prevention and awareness programs are presented by Student Developmental Services (SDS) staff and orientation leaders at New Student Orientation, as well as during designated awareness periods such as AIDS Awareness Day or Sexual Harassment/Sexual Violence Awareness Week. During these prevention and awareness programs, SDS informs students that NMC prohibits domestic violence, dating violence, sexual assault, and stalking.

The College also encourages students who may need to discuss issues relating to sexual harassment/assault to contact the College Counselor, Student Health or Title IX Coordinators. Counselors are available on campus to provide confidential counseling services at no charge. In the interests of protecting the identity of the victim, counselors are not required to report crimes discussed with them in their role as a counselor. Counseling referrals may also be made to off-campus mental health care providers upon request or as needed. To make an appointment with a counselor, or to receive information about other student services and programs, contact the Counseling Center at (402)354-7213.

As an affiliate of Methodist Health System, the College may also refer the student to the Heidi Wilke/SANE SART Survivor Program, where specifically-trained on-call staff respond and care for the specific needs of sexual assault patients. Students who believe they are victims of a sexual harassment/assault incident or perceive/observe such an incident are encouraged to report such incident to the Title IX Coordinators or the appropriate authority listed in the "Reporting" paragraph of NMC’s Title IX—Sexual Misconduct Policy.

**TITLE IX – SEXUAL MISCONDUCT POLICY**

Nebraska Methodist College (NMC) strives to create a respectful, safe, and non-threatening environment for its students, faculty, staff, administrators and visitors. This policy sets forth the resources available to students, describes prohibited conduct, and establishes procedures for responding to sexual misconduct incidents that includes sexual harassment, sexual assault, domestic violence, dating violence, stalking and other unwelcome behaviors as explained below.

**POLICY:**

NMC prohibits discrimination, which can include disparate treatment directed toward individuals or group of individuals based on race, ethnicity, sex, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, pregnancy, gender identity, status as a U.S. Veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodation to continue their work or studies.
NMC also prohibits sexual misconduct in any form, including sexual assault or abuse, sexual harassment, sexual violence, stalking, dating violence, domestic violence and any other forms of unwelcome conduct of a sexual nature, all of which can be forms of sexual discrimination. Members of the NMC community should be able to live, study, and work in an environment free from sexual misconduct.

It is NMC’s position that sexual misconduct in any form will not be excused or tolerated. It is the College’s goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. While grounded in state and federal non-discrimination laws, this policy may cover those activities, which, although not severe, persistent, or pervasive enough to meet the legal definition of harassment, are unacceptable and not tolerated in an educational or work environment.

All members of the administration, faculty, staff and student will be subject to NMC’s disciplinary process for violation of this policy. Persons engaged in prohibited conduct may also be subject to criminal and civil procedures at state and/or federal levels. NMC is committed to fair and prompt procedures to investigate and adjudicate reports of sexual misconduct and to the education of the NMC community about the importance of responding to all forms of sexual misconduct. Special emphasis is placed on the rights, needs, and privacy of the person with a complaint, as well as the rights of the accused. At the same time, NMC adheres to all federal, state, and local requirements for intervention and crime reporting related to sexual misconduct.

**SCOPE and JURISDICTION:**

**Scope:**
This policy includes all NMC students, administrators, faculty, staff, visitors, and applicants for employment or admission.

**Jurisdiction:**
This policy shall cover both on-campus and off-campus conduct, as defined herein.

- **On-Campus Violations:** This campus includes the geographic confines of NMC, including its land, institutional roads and buildings, its leased premises, common areas of leased premises, student housing and alumni center.

- **Off-Campus Violations:** Students should be aware that off-campus violations having the effect of excluding participation in, denying the benefit of, or subjecting a student or employee to educational program or activities on the basis of sex are subject to disciplinary sanctions. As a non-exhaustive list of examples, sexual misconduct, sexual harassment, sexual violence, dating violence, domestic violence and stalking are within NMC’s interests when the behavior:
  1. Involves conduct directed at or by an NMC student or other member of the College community (e.g., private house party, outside employment);
  2. Occurs during NMC-sponsored events (e.g., field trips, social or educational functions, College-related travel, student recruitment activities, clinical or practicum experiences);
  3. Occurs during the events of organizations affiliated with NMC, including, but not limited to, student organization events; or
  4. Poses a disruption or threat to the NMC community.

**Confidentiality:**
NMC is committed to creating an environment that encourages reporting any form of sexual misconduct. If you are the victim of a crime and do not want to pursue action within the College system or the criminal justice system, you may still want to consider making a confidential report. However, while the College will work to safeguard the identity and privacy of the victim, NMC cannot guarantee complete confidentiality. NMC will make all reasonable efforts to disclose only to select officials who have an essential need to know in order to carry out their College responsibilities. As is the case with any educational institution, NMC must balance the needs of the individual with its obligation to protect the safety and well being of the community at large. Therefore, depending on the seriousness of the alleged incident, further action may be necessary, including a campus security alert. The alert, however, would never contain any information identifying the individual who brought the complaint.

**Bystanders Intervention:**
A bystander is someone who observes problematic behavior or a dangerous situation and has the opportunity to intervene. If you see something, say something. Contact campus security or other authorities, provide the victim with support, or report to campus or local counseling/crisis center for support and options.

DEFINITIONS:

**Sexual Harassment** is defined as any unwelcome conduct of a sexual nature and can include unwanted or unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or sexual violence. Determination as to whether the alleged conduct constitutes sexual harassment should take into consideration the totality of the circumstances, including whether it has the purpose or effect of unreasonably interfering with an individual’s personal, educational or work experience or creating an intimidating, hostile or offensive work environment.

Under this policy, sexual harassment can be verbal, visual or physical. It can be overt, as in the suggestion that a person could get a higher grade or a raise in salary by submitting to sexual advances. The suggestion or the advance need not be direct or explicit; it can be implied from the conduct, circumstances and relationships of the persons involved. Sexual harassment can also consist of persistent, unwelcome attempts to change a professional or academic relationship to a personal one. It can range from unwelcome sexual flirtations and inappropriate put-downs of individual persons or classes of people to serious physical abuses such as sexual assault.

Examples could include, but are not limited to, unwelcome sexual advances; repeated and unwelcome sexually-oriented bullying, teasing, joking, or flirting; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments about women or men in general, whether sexual or not; leering, touching, pinching, or brushing against another's body; or displaying objects or pictures, including electronic images, which are sexual in nature and which create a hostile or offensive work, education or living environment.

**Sexual Assault** is defined as a severe form of sexual harassment, including physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Examples of sexual violence include rape, sexual assault, sexual battery and sexual coercion. See also Neb. Rev. Stat. § 28-319 for degrees of sexual assault and corresponding penalties.

**Dating Violence** is defined as 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 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.

**Domestic Violence** is defined as 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** is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of other or suffer substantial emotional distress. Such conduct may include, but are not limited to, the following:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, text messages, written letters, unwanted gifts, etc.;
- Cyber stalking—Use of online, electronic, or digital technologies, including:
  - Posting of pictures or information in chat rooms or on websites;
  - 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; and
• Defamation – lying to others about the victim.

See also Neb. Rev. Stat. §§ 28-311.02 – 28-311.05.

Conduct constituting sexual misconduct, as defined herein, toward another person of the same or opposite sex is prohibited by this policy.

Consent is informed and freely and actively given. Consent is communicated through mutually understandable words or actions that indicate willingness by all of the involved parties to engage in the same sexual activity, at the same time, and in the same way. Clear and open communication is an essential element to conveying and understanding consent. Any person who contemplates initiating any form of sexual activity is strongly encouraged to talk with all involved parties before engaging in such activity. While it is the responsibility of the initiator of a specific sexual activity to obtain consent, individuals should communicate as clearly and verbally as possible with all parties about what they do and do not want.

Consent is not present when one is incapable of consent, by reason of intoxication or incapacitation due to drugs or alcohol, when subject to coercion or threat of coercion, or subject to force. Consent to conduct does not occur when a person is incapable of evaluating the nature of the conduct, incapable of declining participation in, or communicating unwillingness to engage in, a sexual act or other acts. Submission to conduct does not mean the conduct was welcome or consensual; in other words, the absence of “no” does not mean “yes.”

REPORTING SEXUAL MISCONDUCT:
STEP ONE: Initiating a Complaint and Where to File/Report a Complaint

Prompt reporting of a complaint is strongly encouraged as it allows for rapid response to and resolution of objectionable behavior. Contact 911 if you are in immediate danger.

In addition, to reporting to law enforcement, victims also have the option to seek protective or disciplinary action directly with NMC. NMC encourages anyone who believes that he or she has been subjected to sexual misconduct, or any prohibited discrimination as set forth in this policy, to immediately file a complaint with Title IX Coordinator, Program Director, Academic Dean, College Administrator, Resident Advisor or Campus Security (collectively “Responsible Party”), or with local law enforcement. Any of the foregoing NMC parties who receive a complaint or initiate a complaint, are responsible for reporting the incident to the Title IX Coordinator.

Any Responsible Party informed of an allegation of sex and gender-based misconduct involving students or other members of the College community is required to file a report with the Title IX Coordinator. Certain college officers who are serving in a privileged professional capacity (e.g., College counselor, clergy, rape crisis advocates, student medical provider) are not bound by this expectation, except as required by law.
The Title IX Coordinators for NMC are Molly Atherton, Dean of Students, and Lindsay Hanzlik, Education Compliance Director. Molly Atherton can be reached at (402) 354-7213 or molly.atherton@methodistcollege.edu and Lindsay Hanzlik can be reached at (402) 354-7259 or lindsay.hanzlik@methodistcollege.edu. After normal business hours, please contact Campus Security at (402) 354-7002. In an emergency, call 9-6911 for Campus Security or 9-911 for local authorities from any NMC phone.

Molly Atherton will facilitate responsibilities relating to implementation and administration of the grievance process, including but not limited to, providing consultation and information regarding Title IX requirements to potential reporting parties, and initial and ongoing education for NMC students. Lindsay Hanzlik will be responsible for implementation, administration and review of the College’s Title IX policies and procedures, initial and ongoing education for NMC employees as well as overseeing the grievance procedures, including but not limited to, monitoring compliance of all requirements and time-lines specified in the grievance procedures.

Students, faculty, staff, and visitors who witness or are aware of suspected incidents of sexual harassment, sexual misconduct, or any prohibited discrimination set forth in this policy, are encouraged to immediately report the incident to Campus Security, the Title IX Coordinators, or any other member of the College community, including a NMC Administrator, Academic Dean, Program Director or Resident Advisor.

If a member of the NMC community observes a violation of this Sexual Misconduct Policy wherein a minor (an individual under the age of nineteen (19) years of age) is involved, Nebraska law requires them to report it to the proper law enforcement agency or Department of Health and Human Services. See Neb. Rev. Stat. § 28-711. A report should also be made to Campus Security, if the victim is facing immediate danger. (Please refer to the policy “Minors Involved in Nebraska Methodist College Programs” for additional guidance).

Any member of the NMC community who receives a complaint of sexual discrimination or harassment from a student, College employee, or third-party against the Title IX Coordinator should report the complaint to the NMC President and/or MHS Human Resources. The NMC President will designate an appropriate person to conduct the investigation required by informal or formal resolution procedures. The written report of the investigation shall be presented to the President, who will prepare and issue the written determination. The determination is subject to appeal.

Victims’ Rights
In 2013, The Violence Against Women Reauthorization Act imposed new obligations on colleges under the Campus Sexual Violence Act (“Campus SaVE Act”) provision. In accordance with the Campus SaVE Act, students or employees reporting victimization of domestic or dating violence, sexual assault, and stalking, will be provided, upon request, their written rights, which are:

(i) To be assisted by campus authorities if reporting a crime to local law enforcement;
(ii) Change academic, living, transportation, or working situations to avoid a hostile environment;
(iii) Obtain or enforce a no contact directive or restraining order;
(iv) Have a clear description of NMC’s disciplinary process and know the range of possible sanctions; and
(v) Receive contact information about existing counseling, heath, mental health, victim advocacy, legal assistance, and other services available both on-campus and community.

NMC will provide written notice of these rights when a student or employee reports their victimization. Producing this statement in written format to the victim shall meet the requirement of providing the victim of their rights.

Local Law Enforcement:
Notwithstanding the victim’s ability to file/report a complaint with NMC, the victim may also file a report with local law enforcement. College personnel will assist the victim in reporting the alleged offense to the local police if the victim requests such assistance. In addition, the importance of preserving evidence for proof of a criminal offense is conveyed to the victim at the time of 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 victim wish to pursue this course of action.
To the greatest extent possible, reports of sexual harassment brought anonymously or brought by third parties not directly involved in the harassment will be responded to. The response to such reports may be limited if information contained in the report cannot be verified by independent facts.

- **Office for Civil Rights:**
  An individual to whom this policy applies may also file a complaint with the Office for Civil Rights (OCR); however, NMC encourages you, but does not require you to, to first file/report any sexual harassment, assault, or violence complaint with any of the NMC parties named herein. For more information and/or to file a complaint with OCR, please go to: [http://www2.ed.gov/about/offices/list/ocr/qa-complaints.html](http://www2.ed.gov/about/offices/list/ocr/qa-complaints.html).

- **Methodist Health System Compliance Reporting:**
  Any member of the NMC community may also file a complaint of sexual harassment, assault, or violence by using the Methodist Health System Compliance Reporting website: [https://nmhs.alertline.com/gcs/welcome](https://nmhs.alertline.com/gcs/welcome). Please be advised this site is not an emergency service.

**Estimated Timelines**

At the initial meeting with the person reporting the complaint, the Title IX Coordinator will explain the informal and formal resolution procedures that are identified below to the reporting party. The timelines offered in this policy are intended to assist with a prompt and equitable resolution of complaints. However, during winter breaks and summer sessions, when witnesses may not be available, the timelines may be adjusted to accommodate these circumstances. Nevertheless, it is NMC’s intention to proceed as expeditiously as possible. The estimated timeline for informal resolution is fifteen (15) business days from receipt of informal complaint by the Title IX Coordinator. The estimated timeline for formal resolution is sixty (60) business days from receipt of formal complaint by the Title IX Coordinator. Where an estimated timeline cannot be adhered to, the Title IX Coordinator will notify the parties involved and provide an anticipated completion date.

**STEP TWO: Resolution Process**

Both the Reporting party and Responding party (accused) shall be simultaneously informed in writing of:

1. The outcome of the investigation and resulting sanctions;
2. The procedures for the Responding party and the Reporting party to appeal the result of the proceeding;
3. Any change to the results before it becomes final; and
4. When such results become final.

And, whether through an informal or formal process, which shall be conducted by NMC employees (Title IX Investigators) who receive annual training on issues related to domestic and dating violence, sexual assault/harassment, and stalking along with how to conduct an investigation that protects the safety of the Reporting party and promotes accountability, NMC will provide a prompt, fair and impartial investigation and resolution.

**Informal Process**

NMC has adopted an informal process through which harassment and discrimination complaints may be resolved promptly and discreetly, often through communication, education, and/or mutual agreement. Participating in the informal resolution process is optional and voluntary. The Reporting party can end the informal process at any time and 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.

Efforts for early resolution will be flexible and encompass a full range of possible outcomes, including, but not limited to addressing the Responding party, participating in mediation (which may be ended at anytime by either party in favor of the formal process), or arranging a remedy for the Reporting party and/or agreement by the Responding party to accept a disciplinary sanction. The informal resolution process could include by way of example: separating the parties; referring the parties to counseling; conducting targeted educational and training programs; or providing remedies for the individual harmed by the alleged discrimination.
Mediation will not be used to resolve alleged sexual assault complaints.

If the matter is resolved informally to the satisfaction of all parties, the Title IX Coordinator will maintain a record of the complaint and its resolution.

If informal resolution is not possible, the Title IX Coordinator will proceed to formal resolution of the complaint.

Formal Process—Investigation and Resolution
If early resolution is unsuccessful, inappropriate (e.g. when facts are in serious dispute, reports involve a pattern of behavior or allege serious misconduct such as sexual assault) or if the Reporting party requests a formal procedure, a formal written complaint may be filed with the Title IX Coordinators.

Reporting and Investigation
Reporting a sexual assault may help to prevent another assault. Reporting the incident does not mean the victim must proceed with a prosecution. Immediately following the incident, the victim should try and write down everything he/she remembers about the incident.

In order to initiate, if necessary, the investigation process, the Reporting party should submit a signed, written statement, including the Reporting Party’s name, signature, contact information; the name of the person directly responsible for the alleged violation; a detailed description of the conduct or event that is the basis of the alleged violation; the date(s) and location(s) of the occurrence(s); the names of any witnesses to the occurrence(s); the resolution sought; and any documents or information that is relevant to the complaint. While an investigation may begin on the basis of an oral complaint, the Reporting party is strongly encouraged to file a written complaint. If either party is an employee of MHS, the Title IX Coordinator may collaborate with MHS Human Resource Department.

When a Responsible party has knowledge of or receives a complaint of sexual misconduct, the individual receiving the complaint shall immediately notify the Title IX Coordinator. Once a written complaint is filed with the Title IX Coordinator, it will be assessed and, if an investigation is warranted, the case will be assigned for investigation to a Title IX Investigator.

In the event the Title IX Coordinator finds an investigation may not be warranted, he/she may also dismiss the complaint if the facts alleged in the complaint, even if taken as true, do not constitute prohibited harassment or discrimination; the complaints fail to allege any facts that suggest prohibited harassment or discrimination occurred; or the appropriate resolution or remedy has already been achieved or have been offered and rejected. If it is determined that a complaint will not be investigated, the Title IX Coordinator will contact the Reporting party and/or send the Reporting party a notification letter explaining the reason for the dismissal and informing the Reporting party that, within fifteen (15) business days of the notification, he or she may appeal the decision not to proceed with a complaint investigation to the President of NMC. The written appeal must explain why the decision to dismiss the complaint was in error. The President will respond within twenty (20) business days of receipt of the appeal. The NMC President’s decision is final. If the decision to dismiss is overturned, the complaint is sent back to the Title IX Coordinator for investigation in accordance with the procedures outlined herein.

If the Title IX Coordinator finds an investigation is warranted, he/she will provide the Responding party with a copy of the complaint and allegations within ten (10) business days of the Title IX Coordinator’s receipt of the written complaint. If Responding party cannot be located, attempts of notification will be documented. Responding party will have ten (10) business days to respond in writing. Responding party’s statement must contain full and specific responses to each claim or complaint, admitting, denying or explaining the Reporting party’s allegations. Responding party must sign his or her response, which will then be appended to the original complaint. Within five (5) business days of the Responding party’s response, the Title IX Coordinator will forward both statements to the Reporting party, Responding party, and the Methodist Health System’s Human Resources Department (“MHS”), if either party is employed by MHS. If Responding party fails to respond within time noted above, the Title IX Coordinator may proceed with investigation and determination of sanctions.

During the investigation, and depending on the nature of the allegations, the Title IX Investigator, in his or her discretion, may interview Reporting party, Responding party and/or witnesses; review written documentation and relevant policies; and take other
necessary steps to thoroughly investigate the allegations. Interviews with the Reporting party and Responding party will occur separately. NMC will ensure that both the Reporting party and Responding party are afforded equal opportunities to present relevant witnesses and other evidence.

Disclosure of facts to witnesses and parties is limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation are advised that maintaining confidentiality is essential to protect the integrity of the investigation.

Both the Reporting party and Responding party have the opportunity to be accompanied by a non-legal advisor of their choice to any meeting or proceeding related to the incident.

During the investigation, the Title IX Investigator in communication with the Title IX Coordinators may take appropriate interim measures to ensure safety and non-retaliation for all parties. Examples of interim measures include, but are not limited to, separation of parties, no contact directives, and alternative academic or housing arrangements.

**Investigation Findings**

Upon completion of the investigation, the Title IX Investigator will issue a written report to the Title IX Coordinator. The report shall include: a recommendation of whether a violation of the policy occurred, an analysis of the facts discovered during the investigation, any relevant evidence, recommended disciplinary action if a violation of this policy occurred, and any recommended remedial action. Factual conclusions shall be based upon a preponderance of the evidence standard (e.g., more likely than not).

A copy of the report will be provided to the Vice President for Enrollment and Student Success, who will be the final arbitrator, if the Responding party is a student. NMC defers employment related matters of faculty and staff to MHS Human Resources Department.

Communication of outcome does not constitute a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g). The Reporting party will be informed of the findings and of actions taken or recommended to resolve the complaint. The Reporting party may be notified generally that the matter has been referred for disciplinary action, but will not be informed of the details of the recommended disciplinary action without the consent of Responding party. Notwithstanding the foregoing, NMC may permit the disclosure to the Reporting party of the final results.

The Responding party shall be informed of the findings and of actions taken or recommended to resolve the complaint and shall be notified generally of referrals and/or recommendation for disciplinary action.

The Reporting party and the Responding party may request a copy of the investigative report. The report will be amended to protect the privacy of personal and confidential information regarding all individuals other than the individual requesting the report. Copies of the investigative report will be provided to College administrators and other College leaders who are directly responsible for implementing measures to correct and prevent discriminatory or harassing conditions.

**Policy Violation Finding**

If the Vice President for Enrollment and Student Success determines that this policy was violated, he or she will refer the matter for disciplinary action in accordance with the College’s applicable disciplinary procedures, which can be found within the College Code of Conduct policy. If the Responding party is an employee of NMC, the matter will be referred to MHS Human Resources Department who will handle it in accordance with its policy and procedures for discipline and dismissal of employees.

The Reporting party and Responding party will be provided with a written copy of the Vice President for Enrollment and Student Success’s decision. However, if the complaint is filed against a student, information sent to the Reporting will be in compliance with FERPA.

**Possible Disciplinary Sanctions**

The purpose of disciplinary sanctions for violations of this policy is to educate students about responsible behavior as members of the NMC community, to maintain order, and to protect the rights of others. There is no set sanction for any of the offenses provided in this policy, with the exception of automatic expulsion for a felony conviction. Sanctions will be determined individually and will reflect
the nature and severity of the offense. Notwithstanding NMC’s right to impose a sanction under this policy, students may also be subject to penalties at the local, state, and federal level.

The College reserves the right to apply any sanction for a violation of this policy and the College Code of Conduct policy that, in its sole discretion, appropriately addresses the gravity and frequency of the offense. One or more sanctions may be imposed for any offense. Prior offenses are cumulative and any student found in violation of the same offense or a second offense of equal or greater magnitude, may be suspended or expelled from the College. Possible disciplinary sanctions may include, but is not limited to:

- Expulsion
- Suspension (permanent, defined period, indefinite period)
- Probation
- Educational requirements
- No contact orders
- Housing restrictions
- Community service
- Written warning

Appeals Process

The Responding party and Reporting party may request an appeal of the decision and sanctions rendered by the Vice President of Enrollment and Student Success. The three grounds upon which an appeal of the decision or sanctions may be made are:

1. The party believes a procedural error occurred, which the party feels may change or affect the outcome of the decision.
2. The party has substantive new evidence that was not available to the investigator at the time of the decision and that may change the outcome of the decision.
3. The party feels that the severity of the sanction is inappropriate given the details of the case.

Disagreement with the finding or sanctions is not, by itself, grounds for appeals.

The request for an appeal, including the grounds upon which the request is based, should be submitted in writing to the Title IX Coordinators within five (5) business days following the date on the outcome letter. Each party will be notified if an appeal request will be considered and be provided the opportunity to respond.

The College President determines whether a change in the Vice President’s decision is warranted. The President will conduct any appeal will be conducted in an impartial manner. If a change in this decision is necessary, the President will review the appeal and Vice President’s rationale and make a final independent decision. The President’s decision is final. Appeals decisions will be rendered within ten (10) business days after the receipt of the formal appeal request. Both parties will be notified in writing of appeal outcome.

Retaliation

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, adverse employment or educational actions) for having reported sexual harassment in good faith, who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation or resolution of a report of sexual harassment, may make a report of retaliation under these procedures. The report of retaliation will be treated as a report of sexual harassment and will be subject to the same procedures.

Assurance to Prevent Reoccurrence

The law requires the College to ensure a work and educational environment free from discriminatory harassment and sexual harassment. The College will take all reasonable steps to prevent the reoccurrence of any harassment, and to correct its discriminatory effect on the Reporting party and others, if appropriate under the circumstances.

Sexual Harassment/Assault Prevention Programs and Resources

Nebraska Methodist College offers different programs and resources in an effort to prevent and/or remedy occurrences of sexual harassment/assault on its campus or College-sponsored activities. In the month of April each year as part of Sexual Assault Awareness month, the College dedicates one week wherein it holds activities to inform and educate students on topics related to sexual harassment/assault awareness. The College also encourages students who may need to discuss issues relating to sexual
harassment/assault to contact the College Counselor. As an affiliate of Methodist Health System, the College may also refer the student to the Heidi Wilke/SANE SART Survivor Program, where specifically trained on-call staff respond and care for the specific needs of sexual assault patients. Please note, however, that students who believe they are victims of a sexual harassment/assault incident or perceive/observe such an incident, are encouraged to first report it to the Title IX Coordinator or the appropriate authority listed in the “Reporting” paragraph.
Online Communications Policies & Guidelines

NMC supports the use of social media to reach audiences important to the College such as students, prospective students, faculty and staff. The College presence or participation on social media sites is guided by College policy. This policy applies to all use of social media by NMC students, faculty and staff, unless otherwise provided, to represent or discuss matters concerning the College and/or members of the NMC community, whether or not such use involves the College's network or other computer resources, including online communications related to interactions in or about clinical and didactic course activities.

Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

"Social Media" are mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples of social media include, but are not limited to, collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social networks (e.g., Second Life).

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and college reputations.

Regardless of how the forms of social media are used, faculty, staff and students are responsible for the content they post or promote. Content contributed on these platforms is immediately.

SECTION 1: POLICIES FOR ALL SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES

Copyright Use

Respect copyright and fair use: When posting, faculty, staff, and students must respect and adhere to any copyright and intellectual property rights of others and of the college.

Endorsements

All Nebraska Methodist College logos and the Methodist Health System logos are trademarked and the property of the Methodist Health System. No person is allowed to use any logos for endorsements or other purposes without the express written permission of the appropriate authorizer. No NMC logo or any other college images may be used on personal social media sites. The Nebraska Methodist College name may never be used to promote a product, service, cause, or political party or candidate.

College Property

Respect college time and property: College computers and time on the job are reserved for college-related business as approved by supervisors.

Terms of service: Obey the Terms of Service of any social media platform employed.

SECTION 2: POLICIES FOR BLOGGING, INCLUDING PERSONAL BLOGS

Important Considerations

Before creating a blog or making any entries using College resources such as computers, internet, software, etc., students, faculty or staff must contact the Marketing department. Blogs that engage students, alumni, faculty, donors, and other constituents must receive prior approval.

Blogging Recommendation:

Anything posted on a blog may have repercussions in the future. People have been sued, refused jobs or fired from their jobs because of material they posted on their blogs.
In addition to controlling what you post on your blog, you can monitor the comments that other people post. While your credibility as a blogger depends in large part on your openness to comments by others, you can set your blog so that all comments come to you for review prior to appearing on your blog. Some bloggers post their policy directly on their blogs.

For your own protection, you should never give information that identifies you, such as your full name, your address or phone number. Don't make yourself a target to scam artists or predators.

**SECTION 3: EMAIL ETIQUETTE GUIDELINE**

All employees are expected to use email for college business communications only.

Employee, faculty and student NMC e-mail accounts are the primary sources for distributing important college information. Information for students will also be posted on MyMethodist, the College student portal.

Although there are a variety of distribution lists available within the Nebraska Methodist Health System network, it is important to use good tact.

When sending emails outside of the college, employees, faculty, and staff must abide by the CAN-SPAM Act.

Employees and students may not communicate via email any material that violates the privacy or publicity rights of another. Policies concerning privacy, confidentiality, including FERPA and HIPAA regulations, shall be strictly enforced for communications involving patients, employees, volunteers, employees, customers, visitors and other constituents.

In addition, published email communications may not disclose any sensitive, proprietary, confidential, or financial information about the Nebraska Methodist College.

**SECTION 4: INSTITUTIONAL SOCIAL MEDIA**

If an employee, student, or agent of the College posts any material on behalf of an NMC department, the following policies must be adhered to in addition to all policies found herein:

- **Notify the college**: Departments or college departments that have a social media page or would like to start one must contact Marketing at NMCmarketing@methodistcollege.edu.

- **Acknowledgment**: All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Current students can help manage pages but there must also be a staff member or faculty with administrative privileges.

- **Have a plan**: Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites up-to-date.

- **Link back to the college**: Whenever possible, link back to the NMC Web site. Ideally, posts should be very brief, redirecting a visitor to content that resides within the Nebraska Methodist College website. When linking to a news article about NMC, check first to see whether you can link to a release on the NMC News page instead of to a publication or other media outlet.

- **Protect the institutional voice**: Posts on social media sites should protect the College's institutional voice by remaining professional in tone and in good taste. No individual NMC department should construe its social media site as representing the college as a whole. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post-names, profile images, and posts should all be clearly linked to the particular department rather than to the institution as a whole.

**SECTION 5: BEST PRACTICES**

Faculty, staff and students are strongly encouraged to follow the recommended practices below so that they may bring their online social media communications and presence in compliance with this and other applicable policies:

- **Be careful**: Privacy does not exist in the world of social media. If you wouldn't say it on the front page of the newspaper, consider whether you should post it online. If you are unsure about posting something or responding to a comment, ask your supervisor for input or contact Marketing at nmcmarketing@methodistcollege.edu. In all instances, think twice before posting.
**Be accurate.** Get your facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the college in any capacity because regardless of who is posting content, it is the institutional voice.

**Be respectful.** Understand that content you and others contribute to a social media site could encourage comments or discussion of opposing ideas. Responses should always be considered carefully in light of how they would reflect on the 'poster' and/or the college and its institutional voice.

**Be aware.** Remember your audience and who you're talking to with your posts. This includes prospective students, current students, alumni, donors, current employers and colleagues, peers and other constituents. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

**Own Your Viewpoints.** On personal sites, identify your views, opinions, and other comments as your own. If you identify yourself as a Nebraska Methodist College faculty, staff member or student online, make it very clear that your views are yours and not those of Nebraska Methodist College or its affiliates.
Student Health Policies

The health of our students is very important to success in and out of the classroom. All students must maintain and adhere to the student health policies and procedures.

**Degree- and Certificate- Seeking Students**

Prior to enrolling, all degree- and certificate-seeking students admitted to NMC must have a pre-entrance health exam and must complete the required forms. Although students are welcome to use a health care provider of their choice, the NMC Campus Health Center will provide the exam and necessary immunizations at greatly reduced costs. The pre-entrance health exam at the Campus Health Center is $30. The Health Center is located in Room 1233 of the Clark Center on the Josie Harper campus. Students are encouraged to make appointments by calling (402) 354-7211 or (402) 354-7217. Documentation must be submitted to the Campus Health Center. Students who are not compliant with health record requirements will be withdrawn from classes.

**Online Students**

Online students (students enrolled in online programs who will not attend class on campus at any time) are not required to complete the NMC student health form but are advised that they must abide by clinical or agency health requirements for preceptorships or externships.

**Immunizations**

All NMC students are required to keep all necessary immunizations up-to-date. This is in accordance with the policies recommended by the Centers for Disease Control and the National Institutes of Health. All NMC students must show proof of immunization prior to enrollment at the College. Students must report their immunization status with their pre-entrance health forms. Any changes in status must be reported to the Campus Health Center. Failure to do so may result in an ineligibility to enroll and/or continue in NMC courses.

**Tuberculosis Policy**

All Nebraska Methodist College (NMC) students will be required to undergo annual TB skin testing (TST). A complete TST is one which has been placed and read 48-72 hours after placement. Students will be allowed 1 year plus 7 days from their previous TST to complete the annual requirement. If more time has elapsed since the previous test, the student will not be allowed to attend clinical until the TST is placed and read.

**Infectious Disease Policy**

NMC policies and procedures for control of infectious diseases are adapted from the American College Health Association and the guidelines of the Centers for Disease Control. They are in compliance with section 504 of the Rehabilitation Act of 1973 and the Civil Rights Act of 1964.

Within the clinical experience, students are required to employ standard precautions in working with all clients in order to minimize the risk of disease transmission from student to client or from client to student. In some settings, due to infection control standards, specific clinical experiences may not be available to students who are infected with blood-borne viral diseases or other communicable diseases. In those cases, the College will work with students to make efforts to redesign a student's curriculum and to provide the student with appropriate educational experiences consistent with a student's academic and career goals. Students or prospective students with concerns in this area or any related concerns should familiarize themselves with the College's policies as they consider their career choices and are welcome to discuss their concerns with the College's administration or counseling staff.

For more specific information regarding College policies, refer to the campus safety & health pages.
STUDENT EXPOSURE TO ILLNESS

As healthcare providers, Nebraska Methodist College students are at increased risk of exposure to communicable and blood borne illnesses (including, but not limited to: influenza, hepatitis, pertussis).

Students are required to maintain complete and current health and immunization records with Student Health Services. This requirement ensures the well-being of students, clients and the NMC community.

Please refer to your Program Handbook and Campus Health Center policy for guidance should an exposure occur.

HEALTH & DENTAL INSURANCE POLICY

With the exception of nursing assistant, medication aide, and phlebotomy students, all other Nebraska Methodist College students registered for three or more credit hours (not including online courses) are required to have health insurance and will automatically be enrolled in the Nebraska Methodist College Insurance Plan upon matriculation and at the beginning of each academic year. The premium is added to the student's account.

If a student has other insurance coverage, they must waive the coverage by completing the online waiver prior to the posted deadline. If the waiver is submitted prior to the deadline, the student's account will be reimbursed. No exceptions will be made to the waiver deadline.

Information on the policy benefits and waiver option can be found on the Campus Health page.

HEALTH FORMS

Students must submit the completed health form as soon as possible so required immunizations can be verified. Students must have all requirements completed for entry into classes/clinicals. For questions or clarification, please contact Roni Gray at (402) 354-7210 or Crystal Lush at (402) 354-7211.

Completed forms should be returned to:
Nebraska Methodist College - the Josie Harper Campus
Campus Health Center
720 N. 87th Street
Omaha, NE 68114
Campus Safety

The safety and wellbeing of the NMC community is the overarching goal of the NMC Emergency and Safety Procedure Manual. However, the existence of policies and procedures is of limited value without the active support of the students, faculty, and staff. Everyone at NMC should be prepared to take appropriate and deliberate action when an emergency arises. Safety is everyone's responsibility!

In addition to emergency procedures, prevention is a critical factor in any emergency plan. Faculty, staff, counselors, and students are in the best position to identify and react to any warning signals or potential dangers and must take personal responsibility for reporting concerns. These could range from safety concerns in a laboratory to unusual or suspicious behavior. It is through a trust-based partnership among administration, faculty and staff, and students that our campus can remain safe and focused on education. Refer to the documents below to identify who to call and what to report should you have any safety concerns.

Thank you for helping us maintain a safe and healthy campus!

NMC Safety and Health Committee

REPORTING AN INCIDENT/Emergency

When reporting an incident or emergency, provide the following:

- Your name;
- Location of the emergency;
- Telephone number from which you are calling; and
- Type of emergency you are reporting (e.g., injury, fire, or hazardous material spill) to Campus Security.
- Do not attempt to move or transport an injured person. Wait for appropriate medical assistance.
- Depending on the nature of the emergency, you will call one of the following numbers

1. *911 - This is the City of Omaha's emergency line; If 911 is called, place a second call to Security ((402) 354-6911 or 6911 using an on campus phone) to inform them of the call to 911. *If calling 911 from a campus phone, dial 9-911
2. (402) 354-6911 - Direct, top priority line to the Methodist Health System Security Dispatch. They have direct access to our security officer on campus and will assess if additional officers are needed.
3. (402) 354-4111 - Customer Service Center (to report power failure, etc)
4. (402) 354-7000 - College Front Desk
5. (402) 740-6368 - Campus security cell phone

Questions/concerns regarding emergency preparedness topics can be forwarded to the NMC Safety Compliance Officer (Kris Hess) at (402) 354-7260, the Methodist Health System Safety Department at (402) 354-4048 (Safety Officer) or (402) 354-4068 (Methodist Health System Safety Compliance Officer)

Release of Student Information in Connection with a Health or Safety Emergency

Under the Family Educational Rights and Privacy Act ("FERPA"), NMC may disclose a student's education record, or information contained therein, in connection with a health or safety emergency. In making a determination of whether to disclose a student's information, NMC will take into account the totality of the circumstances of the health or safety of the student or other individuals involved. If NMC determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from the student's education records, or parts contained therein, to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Campus Directory for Safety and Security

All safety and security incidents should be reported directly to the NMHS Security Department at (402) 354-4055. After business hours and/or in the case of an emergency, dial 0. Potential criminal actions and/or other emergencies can also be reported to any of the following designated Campus Security Authorities during business hours, unless otherwise stated:
MISSING PERSONS POLICY & PROCEDURE

Purpose:
Any institution participating in a Title IV federal student financial aid program that maintains on campus housing facilities must establish a missing student notification policy and related procedures for those students who live in on campus housing and who have been missing for 24 hours.

The health and safety of Nebraska Methodist College students is of utmost concern to the institution. It is this concern that underlies NMC's commitment to and compliance with the Higher Education Opportunity Act's requirement for colleges and universities to establish a missing persons policy for its residents and to inform students of the policy.

Policy:
For purposes of this policy, a student resident may be considered a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and it is suspected that unusual circumstances may have caused the absence. Such circumstances could include, but are not limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, is drug dependent, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

If, when based on facts and circumstances, it is determined that a student resident is missing, the following individuals will be notified: 1) the appropriate College officials, 2) law enforcement, and 3) the student's parents/guardians and/or other persons designated as emergency contacts by the student.

The Higher Education Act requires institutions of higher education to provide students the option of designating a confidential contact person who is not necessarily a parent or legal guardian. The institution may contact this person if the student is deemed missing. If no contact person is designated, the institution will contact parents or a legal guardian. In addition, whether or not a student identifies a contact person, the Higher Education Act requires Nebraska Methodist College to notify local law enforcement no later than 24 hours after the time the student is determined missing.

Further, the Higher Education Act requires that NMC, for each such student who is under 18 years of age, and not an emancipated individual, notify a custodial parent or guardian not later than 24 hours after the time that the student is determined to be missing in accordance with such procedures.

Procedure:
When a student moves into NMC campus housing, he/she will provide emergency contact information on a form provided by the College. The contact person(s) designated by the student will become the primary contact(s) during a missing person's investigation.
If a member of the NMC community believes a student resident is missing, he/she should notify Security, the Executive Director of Operations or the Dean of Students Office immediately and provide as much information as possible. These offices will undertake an immediate investigation and make efforts to contact the student, his/her friends, acquaintances, and professors in an attempt to locate the student.

If it is determined that a student is indeed missing, the Executive Director of Operations and/or the Dean of Students will begin calling the person designated as the emergency contact by the student and/or the student's custodial parent or guardian of a non-emancipated minor. If these calls do not resolve the situation or locate the missing student, local law enforcement/911 will be notified immediately. These notifications (to the student's emergency contact or custodial parent/guardian and local law enforcement) will be made no later than 24 hours after the time the student is deemed missing.

**CAMPUS SECURITY REPORT**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, formerly the Crime Awareness and Campus Security Act of 1990, requires institutions of higher education participating in Title IV programs to annually disclose information related to security policies and specific crime statistics to all current students, employees and the Secretary of Education. This information must also be provided to prospective students and employees upon request.

**ANNUAL FIRE SAFETY REPORT**

Published October 2014

**Introduction:** Any institution that offers on campus housing must report annually the Fire Statistics for any Residential Facility as required by the Higher Education Opportunity Act (Public Law 110-315). The following public disclosure report details all information required by this law as it relates to Nebraska Methodist College.

**Fire statistics for on-campus student housing:**

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<th>Injuries related to fire</th>
<th>Property Damage related to fire</th>
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</tr>
</tbody>
</table>

**Description of on-campus student housing fire safety systems:**

1. Fire extinguishers are located in each hallway in all of the buildings at Josie's Village
2. Continental Fire Sprinkler Company performs inspections, testing and maintenance of the sprinkler system and fire extinguishers annually.
3. A smoke alarm is located in each apartment. The batteries are checked by maintenance on a monthly basis.
4. Periodic safety inspections in each apartment are conducted by the Methodist Health System Safety Department.
Number of regular mandatory supervised fire drills:
Mandatory, supervised, announced and unannounced fire drills are conducted in the fall and spring semesters by the Safety Department. The Resident Assistants and Security assist in these drills.

ACCIDENT, MEDICAL EMERGENCY

If a student is involved in an accident or unusual occurrence which may cause actual or potential injury, proper documentation of the incident must be made within 24 hours. The completed Incident Report Form documenting the incident will be filed in the Campus Health Office.

Protocol for on-campus and off-campus occurrences:
- The student reports the incident to the appropriate faculty member, preceptor or designated supervisor, who initiates reporting and treatment.
- The student receives immediate first aid or medical attention at the site as needed, and will receive information related to the nearest emergency services, if necessary.
- The student must report the incident to the Campus Health Center within 24 hours by calling (402) 354-7211. If leaving a message, provide your name and contact information as well as the nature, date, and location of the incident.
- If necessary, the student will seek further treatment at the provider/agency of their choice. Any costs incurred are the responsibility of the student. The exception is a blood/body fluid exposure which requires immediate treatment (refer to Blood/Body Fluid policy).
- Campus Health will notify the student's Program Director and follow-up with the student as necessary.

Do not attempt to move or relocate an injured person, as you may cause additional harm. Wait for appropriate medical assistance.

NMC employees are not permitted to transport a sick or injured student under any circumstance. Employees may assist a student in contacting a friend or family member, or if necessary emergency personnel, to arrange transportation to a healthcare facility or other location.

BLOOD/ BODY FLUID OCCUPATIONAL EXPOSURE PROCEDURE

This procedure is to be followed if a student is involved in a blood/body fluid (BBF) exposure incident at any campus or clinical facility.

1. Faculty, preceptor or designated supervisor immediately assists the student in cleansing the wound or affected area with soap and water, or irrigating splash areas (i.e., eyes, mucous membranes) with normal saline or water. If eyes have been splashed, flush 15 minutes at eye wash station with wash bottle or saline.
2. If the exposure occurs Monday-Friday, 6:30 a.m. - 5 p.m., call Methodist Employee Health at (402) 354-5684. When speaking to the secretary, the caller should identify him/herself as a Nebraska Methodist College student with a potential BBF exposure. The student will be directed to go to one of the Employee Health locations (Methodist Hospital, 2nd floor, North Tower).
3. If the exposure occurs at a time when Employee Health is closed, call the Methodist Hospital operator at (402)354-4000 and page the House Supervisor to report the exposure.
4. Employee Health will assist the student in filling out all necessary documentation forms and coordinate any necessary follow-up.
5. In addition to notifying the Methodist Health System Employee Health Department (as directed above) the student is to follow any institutional policies and procedures at the location where the exposure occurred.
6. Costs incurred by a student blood and body fluid exposure are paid by Nebraska Methodist College.

EMPLOYEE INJURY OR ILLNESS

Follow the Methodist Health System's policies and procedures briefly described below. Please refer to the "Work-Related Injury/Illness" policy and "Return to Work Following Any Injury/Illness" policy for complete information (found on Ernie).
The Employee Health Department is the first resource to employees for the treatment/screening of work-related injuries/illnesses. The Employee Health Department is responsible for triaging non-emergent work-related injuries/illnesses, and for maintaining work-related injury/illness statistics.

In the event of a work-related injury/illness, the following procedures will be followed:

**At the Time of Work-Related Injury/Illness:**

Employees injured/ill on the job must contact the Employee Health nurse or designated backup, as soon as possible for assessment and to report the injury/illness.

If the employee appears to require emergency care:

- If the employee is not at a hospital location, contact 911. Notify Employee Health at 402-354-5684 as soon as possible after contacting 911.
- If the employee is at a hospital location, take the employee to the Emergency Department. Notify Employee Health at 402-354-5684 as soon as possible.
- The organization may require an employee involved in an accident in the workplace to submit to drug and/or alcohol testing.

If the employee does not appear to require emergency care:

- During the hours of 6:30am-5:00pm, Monday-Friday, the employee should go to Employee Health, or contact Employee Health at 402-354-5684. Employee Health will assist in determining the best care options. Employees should not proceed to medical care without notifying Employee Health, unless it is an emergency.
- After hours, if the employee does not work at a hospital location, the employee should contact his/her supervisor or designated individual. He/she will determine whether the employee should report to the NMH or MWH Emergency Department for assessment, or contact Employee Health on the next business day. Employees should not proceed to medical care without talking to Employee Health, unless it is an emergency or they have supervisor approval. If the employee does go to the Emergency Department for assessment, he/she should contact Employee Health at 402-354-5684 on the next business day.

**RETURN TO CLINICAL, CLASS, AND LAB FOLLOWING ILLNESS OR INJURY POLICY**

**Purpose:**
To determine the student's ability to return to normal academic activities in the classroom, lab, and/or clinical to ensure the health and safety of the student, as well as their faculty, classmates and patients.

**Policy:**
The student must present documentation from their personal health care provider to the Campus Health Center prior to returning to the College following an absence caused by orthopedic pain/injury, including back/neck pain, surgery, pregnancy, delivery or other health related situation that may impact the student's ability to engage in normal classroom, laboratory or clinical experiences. Documentation must indicate the date that the student may return to normal academic activities, and must specify any restrictions if applicable.

Students who are enrolled in any clinical or laboratory experience must provide evidence that they satisfactorily meet the technical standards of performance for the program in which they are enrolled. Students with restrictions or who no longer satisfy the technical standards of performance will not be permitted to return to the clinical setting. Participation in the laboratory setting may be restricted depending on the nature of the experience. Restrictions will be evaluated on a case-by-case basis.

**Infectious Conditions:**
Before returning from an absence related to an actual or probable infectious condition including, but not limited to, pink eye, diarrhea/vomiting, rash, draining wounds or influenza, the student may need to be seen by the Campus Health Center for clearance to return to the academic setting (classroom, lab, or clinical). The student may also be requested to present documentation from their personal health care provider stating that they are no longer infectious and may return to normal academic activities in the classroom, lab, or clinical settings.

All documentation related to the issues above shall be presented to the Campus Health Center where it will be placed in the student's medical file. Misrepresenting your personal circumstances to a member of the Campus Health Center, clinical agency, faculty, or College official constitutes academic dishonesty and is grounds for disciplinary action.
Center for Professional and Continuing Education

Mission and Vision
Built upon over 30 years of NMC’s successful Continuing Education department, the Center for Professional and Continuing Education was founded in 2013 based upon the growing need to provide quality education to healthcare providers, while offering obtainable certifications to current and aspiring healthcare professionals.

C/PCE Mission: The Center for Professional and Continuing Education offers high-quality, engaging, professional education, while adhering to the standards and traditions of Nebraska Methodist College. Preparing healthcare professionals to thrive in a demanding and ever-changing industry, C/PCE designs and manages cutting edge, needs-driven programming to prepare students, professionals and the community in every stage of professional development. Our passion for learning and higher education drives our organization to offer continuing education and career enhancement, while contributing to the growth of the college.

C/PCE Vision: The Center for Professional and Continuing Education (C/PCE) provides education today to achieve the goals of tomorrow. C/PCE strives to be the preferred source for professional education, empowering individuals and organizations to develop the skills necessary to thrive in healthcare.

Our Programs
Careers in Science
Careers in Science is a collaboration with Omaha Central High School and the Central High School Foundation. It is designed to introduce high school students to health careers and the college preparation necessary to pursue them. Each year, interested students come to the NMC campus to participate in a program which includes visits to program laboratories, tours of the College and of student housing, and a general introduction to higher education in healthcare.

Continuing Education
Continuing Education provides live and online learning activities that assist health care professionals to develop and maintain their continuing competence, enhance their professional practice, and support achievement of their career goals. Educational credit is awarded to a wide range of disciplines including nursing, respiratory care, social work, physical and occupational therapies, behavioral health, and others. Partnering with internal and external groups and making full use of current technologies allows CE to provide a range of programming to meet the needs of many health care disciplines.

Fourth Grade Learning Day
Fourth Grade Learning Day provides an opportunity for fourth grade students from an Omaha Public School to be exposed to a collegiate setting. Students participate in several hands-on activities during their time on NMC’s campus and learn what it takes to become a college student. The Center assumed the coordination of Fourth Grade Learning Day in 2012.

Short Career Courses
Short career courses offer students the opportunity to acquire the necessary skills and certifications to enter into healthcare professions. Certified Nursing Assistant, a 76+ hour course, is offered year-round to individuals ages 16 and older. Certified nursing assistants work directly with patients providing essential daily cares and companionship, while being an important part of the healthcare team. Medication Aide, a 40-hour course, is offered year-round to individuals 18 years and older. Medication aides provide patient medications via several routes and are utilized in a number of healthcare settings. Phlebotomy, a 180-hour certificate, is offered several times a year to individuals with a high school diploma or GED. Phlebotomists collect, transport and process blood samples, while working directly with patients and other healthcare professionals.

Healthcare Career Camp
The healthcare career camp is for high school students interested in a career in healthcare. The camp is a five-day, four-night experience camp, allowing students to live on campus and attend classes, while previewing all of our current degree programs. In addition, campers are taken off campus to participate in interactive tours and activities.
Excel for the Healthcare Professional

This online, non-credit, 4-week course provides healthcare providers with basic to advanced knowledge of Excel. Students are able to start with the course level best suited to their experience and needs. Courses are convenient and build upon the previous course content.

RN Refresher

The RN Refresher certificate program is designed for registered nurses (RNs) who would like to reinstate, reactivate or renew their nursing careers. The RN Refresher curriculum combines online course work with a three-day, intensive clinical element, and meets the requirements for a refresher course as outlined by the Nebraska Board of Nursing (Title 172 NAC 101-004.06).

Professional Certifications

CfPCE offers professional certifications from American Heart Association, including: Basic Life Support for the Healthcare Provider, Heartsaver CPR and First Aid. Advanced Cardiac Life Support, Pediatric Advanced Life Support and ACLS Heartcode. Additionally, CfPCE partners with Women’s Hospital to provide Neonatal Resuscitation Program via online exam and clinical skills testing.
Mission and Vision

The Center for Health Partnerships was founded in 2007. Building upon a long history of community involvement and community-based learning, the Center works to focus NMC’s community outreach to deepen both community impact and student learning.

CfHP Mission: The Center for Health Partnerships, a division of Nebraska Methodist College, promotes healthy communities through partnerships that focus on providing basic health care, health care education, and related learning opportunities to underserved populations.

CfHP Vision: The Center for Health Partnerships actively eliminates health disparities through healthcare access and education.

- The CfHP will be synonymous with excellence in diabetes education and prevention efforts.
- The CfHP will be synonymous with excellence in college preparation for underserved individuals.

Our Programs

Community Scholars

CfHP Community Scholars are senior level nursing students who collaborate with community agencies to effect change on a public health issue which concerns them. Community Scholars identify this public health issue during their junior year, and are connected with a community agency addressing that issue. Scholars work with the agency during their senior year on a project agreed upon between the Scholar and the community partner.

Immersions

NMC alternative-break service immersion trips have been held since 2004. Typically, NMC offers three service immersions each year, which take place either during the fall break, winter break and spring break. These experiences are intended deepen students’ knowledge of community issues, build cultural competence and expand community. Each immersion is crafted around a particular health related topic.

Mobile Diabetes Center

The Mobile Diabetes Center is a partnership between Nebraska Methodist College Center for Health Partnerships and the Cosmopolitan, Cornbelt Diabetes Connection. The partnership works to expand and deepen community health impact by providing NMC students, faculty and alumni with an opportunity to address diabetes health issues for a variety of urban and rural populations.

Student Support Services

The TRiO Student Support Services (SSS) program is federally funded by the U.S. Department of Education to provide comprehensive services to help eligible students achieve a successful college experience by increasing academic performance, retention, and graduation rates. SSS provides comprehensive and individualized services to empower first generation students, as well as those with low income or disabilities to realize their educational goals. The strength of the SSS program is providing additional advocacy, academic, personal, financial and career support.

Upward Bound

Upward Bound is a federally funded college preparation program through the U.S. Department of Education. NMC first received Upward Bound funding in 2007. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.
NMC Graduates as Educated Citizens

An educated citizen is a competent practitioner and engaged citizen who responds productively to the complex dynamics of the world utilizing a diversity of disciplines and perspectives.

We reach the educated citizen outcome through core curriculum courses, professional courses and through opportunities offered by Student Services. The process of becoming an educated citizen requires three facets of development: to be a Reflective Individual, to be an Effective Communicator, and to be a Change Agent. The model reflects the iterative nature of this process: as each facet is developed, it informs the nature of the other facets.

All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete a set of Arts & Sciences courses entitled “The Educated Citizen Core Curriculum.” These are requirements that are asked of all students, regardless of program. Additionally, there are program-specific Arts & Sciences requirements identified within each professional program of study.

Arts & Sciences Division

Philosophy

Arts & Sciences embraces multiple ways of knowing and integrative approaches to the enduring and emerging challenges of our global society.

Mission

Arts & Sciences prepares students with transferable knowledge from communications, humanities, natural and applied sciences, and social sciences to actively engage as educated citizens and health professionals in our world.

Arts & Sciences Distribution Areas

Students will develop habits of inquiry through communications, the humanities, natural and applied sciences, and social sciences and both transfer them to professional coursework and apply them to challenges in the future. The ability to access information in a variety of contexts, to test hypotheses, to assess the validity of sources, and to communicate findings in a manner that matches the particular situation are all essential skills. Students will engage with primary texts (i.e., speeches, essays, historical documents, music) to broaden their understanding of the body of knowledge that exists beyond textbooks.

Arts & Sciences courses are grouped into the following four distribution areas:

• **Communications**: Communications is the study of the spoken word, written word, artifacts, gestures and symbols. Representative areas of study include English composition, language, speech and leadership.

• **Humanities**: The humanities explore, explain and express human thought and experience through literature, philosophy and the arts. The humanities foster development of skills and habits of inquiry that support responsible citizenship in a global community. Representative areas of study include anthropology, arts, history, creative writing, critical thinking, drama, ethics, literature, music, philosophy, spirituality and religion.

• **Social Sciences**: Social sciences study the fundamental principles governing the individual behavior and group interactions within human experience that have shaped the past and are shaping the future. Representative areas of study include psychology, sociology, social research and statistics.

• **Natural & Applied Sciences**: The natural and applied sciences study the fundamental physical laws that are present in the natural universe. The natural and applied sciences rely on a systematic method of questioning, observing, experimenting and theorizing. The natural sciences include the operation of general laws concerning the physical world and its phenomena whereas the applied sciences reconcile practical ends with scientific laws. Representative areas of study include biological sciences, chemistry, mathematics, nutrition, physical sciences and physics.
**CORE CURRICULUM REQUIREMENTS IN THE ARTS & SCIENCES DISTRIBUTION AREAS:**

**Baccalaureate Degree: 45 Credit Hours**

**COMMUNICATIONS:** 9 credit hours that must include:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 230 or 245</td>
<td>Language and Culture in Healthcare</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration and Leadership</td>
<td>3 cr</td>
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**HUMANITIES:** 15 credit hours that must include:

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3 cr</td>
</tr>
<tr>
<td>HUM 210 or HUM 213</td>
<td>Introduction to Ethics or Principles &amp; Practice of Ethics</td>
<td>3 cr</td>
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<tr>
<td></td>
<td><strong>(as determined by program)</strong></td>
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<tr>
<td>HUM 220/221/222</td>
<td>The World of Ideas: The Arts, <strong>6 cr</strong></td>
<td></td>
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<tr>
<td>HUM 255/256/257/258/259</td>
<td>Historical Perspectives</td>
<td>3 cr</td>
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<tr>
<td>HUM 270/271/272</td>
<td>Human Connection</td>
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**NATURAL & APPLIED SCIENCES:** 9 credit hours determined by program

**SOCIAL SCIENCES:** 12 credit hours that must include:

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<thead>
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<th>Course</th>
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<tr>
<td>SSC ___</td>
<td>Psychology Elective</td>
<td>3 cr</td>
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<tr>
<td>SSC 325/360/370</td>
<td>Applied Analysis of Research, Intro to Statistics, or Principles of Research</td>
<td>3 cr</td>
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<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
<td>3 cr</td>
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<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
<td>3 cr</td>
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</table>

**Associate Degree: 21 Credit Hours**

**COMMUNICATIONS:** 6 credit hours that must include:

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<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 230 or 245</td>
<td>Language and Culture in Healthcare</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
<td>0 cr</td>
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**HUMANITIES:** 6 credit hours that must include:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
Reflective Individual Through Student Portfolio Assessment

Initiated in 1998, the NMC portfolio is both an outcomes assessment measure and a documentation source for student personal, professional and academic development. Research indicates that we learn best when we are aware of how we learn. One goal of the NMC Portfolio is to develop students’ skills of reflection and cognition. By exploring the significance of a particular experience, assignment, or interaction, students learn to be aware of the interconnections among topics and apply their learning to future situations.

Students maintain an electronic or paper portfolio. This portfolio documents the outcomes related to the Educated Citizen as well as student personal and academic development. The Educated Citizen includes three primary outcomes: the Reflective Individual, the Effective Communicator, and the Change Agent. The electronic portfolio will allow students to maintain a more interactive portfolio that can include audio/video clips and digital images, and be adapted and sent to various audiences, using a secure password.

Students update their portfolios annually with evidence of their learning. As students prepare to graduate, they develop oral presentations that summarize learning and synthesize the most significant experiences documented in the portfolio.

Every undergraduate student is responsible for completion of a portfolio. Though the portfolio is the student’s responsibility, faculty and staff members are available for support to the student and the “Portfolio” tab in MyMethodist includes numerous resources. The successful completion of a portfolio and portfolio presentation is a graduation requirement for all associate and bachelor’s degree students.

The Portfolio of Distinction is a certificate given to undergraduate students who demonstrate exceptional attention to growth in the three goals of the Educated Citizen. A committee of faculty and staff review all portfolios and select those that reveal curiosity, initiative to expand knowledge, independence of thought, the ability to transfer knowledge from one setting to another, and reflective practices that are the foundation for expanded knowledge, growth and maturity over time.

In addition, undergraduate students who receive the Portfolio of Distinction award are eligible for membership in the Educated Citizen Honor Society. The Educated Citizen Honor Society recognizes undergraduate students who excel in two areas: portfolio submission and capstone portfolio presentation. To qualify, students must receive the Portfolio of Distinction certificate and complete a portfolio presentation that is of exceptional quality. Honor Society members wear a blue (associate degree) or silver (bachelor’s degree) cord at graduation and have the honor society mentioned after their name is read during commencement exercises.

Effective Communication Through Writing Across the Curriculum

The Writing Across the Curriculum (WAC) program offers instruction in writing within professional courses, through resources on NMC’s WAC Website (whose “WAC” tab appears at the top of MyMethodist), and by specialized tutoring on a referral basis. Students who have questions about writing assignments or who encounter difficulties in writing are encouraged to contact their
instructors, who may refer students for additional tutoring. Drafts in progress can be submitted for feedback through NetTutor, an online tutoring program. More information about NetTutor can be found on the home page of NMC’s WAC website.

Faculty incorporate writing as a learning tool in NMC courses. As they write in professional courses, students adopt the discourse of their professional community, and they refine advanced writing skills, including the documentation of research. Most NMC faculty require students to use APA style. NMC’s WAC Website provides resources in grammar and usage, offers a video library of tips for computer use in writing, and summarizes rules in documentation styles including APA style, AMA style, and NLM style.

Faculty members can refer students with individual needs to the coordinator of the WAC program.

**Change Agent Through Service Learning**

Nebraska Methodist College holistically educates students by encouraging integrated teaching strategies. Service-learning is a pedagogy that incorporates community service into academic coursework. As a teaching strategy, service-learning allows students to provide services that enhance understanding of course concepts and meet course objectives while simultaneously meeting community-identified needs.

Learning occurs in a twofold manner:

1. The service experience allows students to test skills and concepts they learn in the classroom.
2. Students derive insights from the community service that challenge, complement or relate in other ways to skills and concepts they encounter in the classroom.

Faculty members prepare students for their service-learning sites. They also facilitate students’ critical analysis and reflection on the service in order that students deepen their commitment to civic responsibility, experience themselves as positive agents of social change and become culturally competent.

Service-learning is one of many teaching strategies used by faculty at Nebraska Methodist College to promote the education and development of students. Discussion and reflection are facilitated during service-learning activities to create a deeper understanding of the service-learning experience. Faculty and community members work together with students to ensure that the service-learning benefits both the students and the community.
Academic Programs

Bachelor of Science in Nursing (BSN)

Vision

Dynamic nursing education, for today and for tomorrow, for individuals and the global community.

Mission

The Department of Nursing is committed to providing quality education that prepares resilient professional nurses who are caring and practice holistically to meet the every-changing challenges of the 21st Century through a culture of evidenced-based practice. Faculty will support students, peers, the College and the community in this mission through a collaborative, accepting environment and through relationships fostered by mentoring and role modeling.

Philosophy

The philosophy of the Baccalaureate Program of the Department of Nursing is reflective of the values and beliefs from which the NMC mission and core values were formulated.

The nursing faculty believe human beings are holistic and integrated. Each human being has dignity, basic rights and responsibilities, individual needs and a unique internal environment. The human interacts within the environment, which encompasses all external factors that affect the human's well being and speaks to physical, social and existential dimensions as well as various settings. The client is the human recipient of care - individual, family, group or community.

Health is viewed as a dynamic state of mental, physical, social and spiritual well being that maximizes the individual's ability to function in his or her environment. Illness is an alteration in the dynamic state of well being that leads to disharmony between the human self and the environment. Health promotion, illness prevention, maintenance and rehabilitation are facilitated by activities or programs directed toward enhancement, stabilization or restoration of a dynamic state of well being.

Nursing is a caring, creative, dynamic and interactive process that uses scientific and humanistic bodies of knowledge to assist the client in attainment of a dynamic state of well being with a focus on human responses to actual or potential health problems. The nursing curriculum focuses on Jean Watson's science of caring* and is based on the following assumptions. Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying. The practice of caring is an integral part of nursing and consists of the caritas processes, which are those interventions that result in the satisfaction of human needs. The caring philosophy promotes health and human growth and accepts a human not only as he or she is now, but as whom he or she may become. A caring atmosphere is one that offers the development of potential while allowing the client to choose the best action at a given point in time. Caring is demonstrated and practiced interpersonally and uses the systematic nursing process approach.

The curricular framework incorporates a community-based approach that prepares students to build connections between knowledge and action in an increasingly interdependent world. Students develop the attributes of effective nursing professionals and responsible citizens through focused and meaningfully applied learning experiences. Community-based education encompasses the concepts of health promotion, self care, prevention, collaboration and continuity of care within the context of culture and community.

The nursing faculty believe that nursing education uses the science of caring and builds on the application and synthesis of the biophysical, psychosocial, computer and information sciences and the humanities. Learning is a lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes and/or ways of thinking. The faculty view teaching as an interactive process that uses a system of actions to promote the acquisition, application, integration and synthesis of knowledge. Optimal learning is enhanced by interaction with faculty members who use a variety of instructional strategies and settings. Faculty members serve as teachers, facilitators, resource persons, evaluators and professional role models. Nursing education facilitates the
student in developing interpersonal caring response skills and communication techniques that produce therapeutic interactions within
the nurse-client relationship.

Completion of the baccalaureate nursing program prepares the graduate for professional practice as a nurse generalist, pursuit of
advanced studies in nursing and enhancement of lifelong learning. The nurse generalist uses critical thinking, nursing theory, research,
nursing process, caritas processes and clinical skills while assuming responsibility and accountability for providing nursing care to
clients in a variety of settings. Additionally, the nurse generalist is able to demonstrate leadership and management skills in
organization, change, advocacy, coordination, collaboration and communication. Thus, the nurse generalist promotes the use of
lifelong evidence-based and humanistic practice behaviors to change and respond to the health needs and well being of clients in a
dynamic and diverse world.


**Traditional BSN**

**Overview**

Program Information

- This Bachelor of Science in Nursing is a CCNE-accredited, 4-year program.
- The curriculum centers on community-based education, with an emphasis on caring and holistic healthcare.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings
  (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with
  clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills - we are Educated Citizens. This solid foundation prepares our graduates to
  create and lead change in the world around them.
- Clinical experience begins in the first year, to build confidence in skills and enable students to apply classroom theory to a
  variety of situations.

More Program Details

- [Nursing Technical Standards](#)

**Admissions**

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon
receipt and students will be notified of their acceptance by letter or phone.

**BSN Program Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school & college record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school
  graduation
- Math and Science courses, recommended courses: Algebra, Biology, Chemistry and Anatomy & Physiology
- Fulfillment of technical standards

**Courses**

The BSN Program is a 4-year all inclusive program. The curriculum is designed for students to complete their General Education
courses alongside the 7 required semesters of nursing courses. All students are required to complete specific coursework. This list
should only be used as a curriculum guide. Course listings and required curriculum are subject to change.
Included within this list is the **Educated Citizen Core Curriculum**. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

**Curriculum**

**Year One:**

**FIRST SEMESTER:**

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<tr>
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<td>3</td>
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<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 103</td>
<td>College Chemistry</td>
<td>3</td>
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<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
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<tr>
<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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**SECOND SEMESTER:**

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<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NRS 101</td>
<td>Introduction to Community-Based Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 101C</td>
<td>Clinical Practicum</td>
<td>2</td>
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<tr>
<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
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<td>NRS 202L</td>
<td>Health Assessment Across the Lifespan Lab</td>
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<tr>
<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
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<tr>
<td>SCI 280</td>
<td>Microbiology</td>
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**Year Two:**

**THIRD SEMESTER:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<td>Community-Based Care with Adults</td>
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<td>NRS 210C</td>
<td>Clinical Practicum</td>
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</tr>
<tr>
<td>SCI 265</td>
<td>Introduction to Pharmacology</td>
<td>3</td>
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<td>SCI 315</td>
<td>Pathophysiology</td>
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<td>SSC 215</td>
<td>Lifespan Psychology</td>
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**FOURTH SEMESTER:**

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<tr>
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<tr>
<td>HUM 220/255/270*</td>
<td>The World of Ideas: Humanities</td>
<td>3</td>
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<td>NRS 240</td>
<td>Community-Based Care with Families</td>
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</tr>
<tr>
<td>NRS 240C</td>
<td>Clinical Practicum</td>
<td>2.5</td>
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<tr>
<td>NRS 245</td>
<td>Public Health Science I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 240</td>
<td>Principles and Concepts of Nutrition</td>
<td>3</td>
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<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
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### Year Three:

#### FIFTH SEMESTER:

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<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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<td>NRS ___</td>
<td>Non-clinical nursing elective</td>
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<td>NRS 340</td>
<td>Community-Based Care Across Lifespan</td>
<td>5</td>
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<td>Clinical Practicum</td>
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<td>SSC 360</td>
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#### SIXTH SEMESTER:

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<tr>
<td>HUM 210/213</td>
<td>Introduction to Ethics or Principles &amp; Practice of Ethics</td>
<td>3</td>
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<tr>
<td>NRS 345</td>
<td>Public Health Science II</td>
<td>2</td>
</tr>
<tr>
<td>NRS 350</td>
<td>Advanced Concepts in Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 350C</td>
<td>Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>SSC 370</td>
<td>Principles of Research</td>
<td>3</td>
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</table>

### Year Four:

#### SEVENTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUM 255-259</td>
<td>The World of Ideas: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NRS 445</td>
<td>Nursing the Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>NRS 450C</td>
<td>Clinical Practicum</td>
<td>5</td>
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</table>

#### EIGHTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Humanities</td>
<td>3</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 462C</td>
<td>Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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</table>

Total Credits: **127**

*Six credits of World of Ideas: Humanities: At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.
Accelerated BSN (ACE)

Overview

Program Information

- Fast-paced, full time accelerated nursing program allows you to earn your BSN in just 15 months.
- The curriculum centers on community-based education, with an emphasis on caring and holistic healthcare.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills but are versed in the Educated Citizen philosophy. This solid foundation prepares our graduates to create and lead change in the world around them.
- Clinical experience begins early, to build confidence in nursing skills and enable students to apply classroom theory to a variety of situations.

More Program Details

- Nursing Program Technical Standards

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Early application is encouraged so the student's transcripts can be evaluated. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

This program offers an accelerated format for those possessing a degree in a non-nursing field and meeting prerequisites. Any associate, bachelor, or higher degree is acceptable. Students maintain a full-time status for 15 months - the last six weeks of which are spent in a one-on-one preceptorship.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Associate or Bachelor degree with a minimum cumulative GPA of 2.75 from an accredited institution
- Meet program technical standards
- Completion of the general education pre-requisite courses prior to January enrollment.

Arts & Sciences Requirements

Before enrolling in the ACE Program, students must have completed the following courses, totaling 49-52 credit hours. These courses may be completed at NMC prior to matriculation or transferred from regionally accredited institutions.

Students who enter the program with an associate degree must also complete HUM 150: Critical Reasoning and Rhetoric; those with a Bachelor degree are given transfer credit for this class.

- COM 101 English Composition  
  SCI 226 Human Anatomy & Physiology II
- HUM 150 Critical Reasoning & Rhetoric (Associate Degree applicants)  
  SCI 240 Principles & Concepts of Nutrition
- HUM 210/213 Introduction to Ethics or Principles & Practice of Ethics  
  SCI 280 Microbiology
- HUM 255 World of Ideas: Historical Perspectives  
  SSC 101 Introduction to Psychology
HUM 220/255/270* World of Ideas: Elective
HUM 220/255/270* World of Ideas: Elective
SCI 103 College Chemistry
SCI 116 Medical Terminology
SCI 225 Human Anatomy & Physiology I

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.

Courses
All accelerated nursing degree students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

ACE students follow the recommended pattern of enrollment and complete all required arts and sciences courses prior to beginning the program. Students can expect to complete the program in 15 months.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 265 Introduction to Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 315 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 100 Introduction to Community-Based Nursing</td>
<td>2.5</td>
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<tr>
<td>NRS 100C Clinical Practicum</td>
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<tr>
<td>NRS 202 Health Assessment Across the Lifespan</td>
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<td>NRS 202L Health Assessment Across the Lifespan Lab</td>
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<tr>
<td>NRS 220 Community-Based Care with Adults</td>
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<td>NRS 220C Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NRS 240 Community-Based Care with Families</td>
<td>3.5</td>
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<tr>
<td>NRS 240C Clinical Practicum</td>
<td>2.5</td>
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<tr>
<td>NRS 245 Public Health Science I</td>
<td>1</td>
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<tr>
<td>NRS 340 Community-Based Care Across Lifespan</td>
<td>5</td>
</tr>
<tr>
<td>NRS 340C Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NRS 345 Public Health Science II</td>
<td>2</td>
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<tr>
<td>NRS 350 Advanced Concepts in Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 350C Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>COM 230/245 Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NRS ___ Non-clinical nursing elective</td>
<td>2</td>
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<tr>
<td>NRS 446 Collaborative Nursing Leadership in a Global Society</td>
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<tr>
<td>NRS 450 Community-Based Care: Complex Concepts Across the Lifespan</td>
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<td>NRS 450C Clinical Practicum</td>
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<tr>
<td>NRS 462 Community-Based Care: Complexity of Aging</td>
<td>1.5</td>
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<tr>
<td>NRS 462C Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 470 Senior Synthesis</td>
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</tbody>
</table>
The Bachelor of Science in Nursing at NMC is a CCNE-accredited, 4-year program.

- The curriculum centers on community-based education, with an emphasis on caring and holistic healthcare.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills but are versed in the Educated Citizen philosophy. This solid foundation prepares our graduates to create and lead change in the world around them.
- Clinical experience begins early, to build confidence in skills and enable students to apply classroom theory to a variety of situations.

More Program Details

- Nursing Technical Standards

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- College record
- Math and Science courses
- Proof of unencumbered LPN/LVN licensure or for new graduates, proof of eligibility for LPN/LVN licensure
- Graduation from an accredited or state approved LPN program
- Meet program technical standards

LPN Advanced Placement Curriculum

Transcript evaluation and validation of prior learning:

a. The College Registrar will evaluate previous transcripts.
b. Upon successful completion of NRS 176 LPN Bridge Course, the LPN will be awarded credit for the following courses:
   - NRS 101 Introduction to Community-Based Nursing 3 credits
   - NRS 101C Clinical Practicum 2 credits
   - SCI 116 Medical Terminology 1 credit
c. One credit hour will be given for NRS 176 LPN Bridge Course.
d. Upon successful completion of the NRS 176 LPN Bridge Course and prerequisite courses, the LPN/LVN will be ready for enrollment in NRS 210. The LPN student follows the same curriculum structure of the Bachelor of Science in Nursing.
Courses
The LPN to BSN program requires that students have an active unencumbered LPN/LVN license and provide official transcripts documenting graduation from a state-approved technical or vocational program. View the transcript and validation of prior learning information on the admissions pages.

The following is the progression plan for full-time LPN/LVN nurses to the BSN program. A student must earn a minimum of 127 semester credit hours to be eligible for the Bachelor of Science in Nursing. In the LPN to BSN program, the LPN is awarded 6 credits for NRS 101/101C & SCI 116. Actual course availability in any given semester/session is dependent upon College practices.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

PHASE I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
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<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
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<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270*</td>
<td>The World of Ideas: Humanities</td>
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</tr>
<tr>
<td>NRS 176</td>
<td>LPN Bridge Course</td>
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<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
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<td>Health Assessment Across the Lifespan Lab</td>
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<td>SCI 103</td>
<td>College Chemistry</td>
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<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
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<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
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<td>SCI 280</td>
<td>Microbiology</td>
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<td>SSC 101</td>
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Credits: 33

PHASE II

Semester One

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<td>Clinical Practicum</td>
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<td>SCI 265</td>
<td>Introduction to Pharmacology</td>
<td>3</td>
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<td>SCI 315</td>
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<td>SSC 215</td>
<td>Lifespan Psychology</td>
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Semester Two

<table>
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<tr>
<td>NRS 240</td>
<td>Community-Based Care with Families</td>
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<td>NRS 245</td>
<td>Public Health Science I</td>
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<td>SCI 240</td>
<td>Principles and Concepts of Nutrition</td>
<td>3</td>
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<td>SSC 235</td>
<td>The Sociology of Culture</td>
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Credits: 15
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<th>Semester Three</th>
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<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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<td>Clinical Practicum</td>
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<tr>
<td>NRS 350</td>
<td>Non-clinical nursing elective</td>
</tr>
<tr>
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<td>Introduction to Statistics</td>
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<tr>
<td>HUM 210/213</td>
<td>Introduction to Ethics or Principles &amp; Practice of Ethics</td>
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<td>NRS 345</td>
<td>Public Health Science II</td>
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<tr>
<td>NRS 350</td>
<td>Advanced Concepts in Community-Based Nursing</td>
</tr>
<tr>
<td>NRS 350C</td>
<td>Clinical Practicum</td>
</tr>
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<td>SSC 370</td>
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<tbody>
<tr>
<td>HUM 255</td>
<td>The World of Ideas: Historical Perspectives</td>
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<tr>
<td>NRS 445</td>
<td>Nursing the Global Society</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
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<td>NRS 450C</td>
<td>Clinical Practicum</td>
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<table>
<thead>
<tr>
<th>Semester Six</th>
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<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Humanities</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
</tr>
<tr>
<td>NRS 462C</td>
<td>Clinical Practicum</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
</tr>
<tr>
<td></td>
<td><strong>Credits:</strong> 89</td>
</tr>
</tbody>
</table>

*At least one of the two humanities courses must be in The Arts or Human Connection distribution area.

**RN to BSN**

**Overview**

**Program Information**

- The *online* RN to BSN program is a CCNE-accredited, seven semester course of study that combines a well-defined curriculum with practical experience.
- The program is cohort-based, which gives students a sense of community.
• Each course is taught in five-week blocks. As an example, NRS 402 has two, 5-week blocks and NRS 476 has up to three, 5-week blocks, followed by one week off, before the start of the next course.
• Students can access courses any time of any day, from anywhere with Internet access.
• This program format allows students to balance educational goals with personal and professional responsibilities.

More Program Details

• Nursing Program Technical Standards

Admissions
Prospective RN-BSN students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

• Current unencumbered licensure as a Registered Nurse (RN)
• Graduation from a state approved Diploma or Associate degree program
• Minimum cumulative GPA of 2.5
• Meet program technical standards
• Courses can be transferred in from a regionally accredited institution with a grade of C- or above
• Non-Nebraska Residents must meet State Authorization requirements

Validation of Credit
Once all requirements have been completed for the RN to BSN program, students will receive validation credit for the following:

| With successful completion of SCI 315 Pathophysiology, the student will be awarded 14 validation credits for: | SCI 103 College Chemistry  
SCI 116 Medical Terminology  
SCI 225 Human Anatomy & Physiology I  
SCI 226 Human Anatomy & Physiology II  
SCI 280 Microbiology |
|---|---|
| With successful completion of NRS 430 RN Professional Seminar, the student will be awarded 32 validation credits for: | SCI 240 Principles & Concepts of Nutrition  
SCI 265 Introduction to Pharmacology  
NRS 101/101C Intro to Comm-Based Nursing/Clinical Practicum  
NRS 210/210C Comm-Based Care with Adults/Clinical Practicum  
NRS 240/240C Comm-Based Care with Families/Clinical Practicum  
NRS 340/340C Comm-Based Care Across the Lifespan/Clin Pract |
| With successful completion of NRS 476/476C RN-BSN Community Health Nursing/Clinical Practicum, the student will be awarded 12 validation credits for: | NRS 245 Public Health Science I  
NRS 345 Public Health Science II  
| With successful completion of NRS 480 Complexity in Nursing, the student will be awarded 12 validation credits for: | NRS 450/450C Comm-Based Care: Complex Concepts Across the Lifespan/Clinical Practicum  
NRS 462/462C Comm-Based Care: Complexity of Aging/Clin Prac |

• The RN-BSN student can validate nursing course outcomes through the Assessment and Validation of Credit for Prior Learning guidelines.
Courses

All RN to BSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change. The RN-BSN online program can be completed in a full-time or part-time plan of study.

Curriculum

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>NRS 430</td>
<td>RN Professional Seminar</td>
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</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: The Arts, Historical Perspectives, Human Connection</td>
<td>3</td>
</tr>
<tr>
<td>NRS 402</td>
<td>Nursing Assessment for RN’s</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101**</td>
<td>Introduction to Psychology</td>
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Semester 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 210/213**</td>
<td>Introduction to Ethics or Principles &amp; Practice of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SSC 215**</td>
<td>Lifespan Psychology</td>
<td>3</td>
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Semester 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 446</td>
<td>Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>SSC 360***</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SSC 370**</td>
<td>Principles of Research</td>
<td>3</td>
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</tbody>
</table>

Semester 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: The Arts, Historical Perspectives, Human Connection</td>
<td>3</td>
</tr>
<tr>
<td>SCI 315**</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 235**</td>
<td>The Sociology of Culture</td>
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Semester 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRS 476</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476C</td>
<td>Community Health Nursing Practicum</td>
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</tr>
</tbody>
</table>

Semester 7

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245**</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: The Arts, Historical Perspectives, Human Connection</td>
<td>3</td>
</tr>
<tr>
<td>NRS 480</td>
<td>Complexity in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
<td>3</td>
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</table>

**Total Credits: 60

*Nine credits of World of Ideas: Humanities: This must include three credits Historical Perspectives plus at least three credits from one other distribution area from The Arts or Human Connection; Can be taken any semester.

**Can be taken earlier but not later

***Statistics is a prerequisite or corequisite of SSC 370
Master of Science in Nursing (MSN)

MSN Program Philosophy
The philosophy of the Master of Science in Nursing program of the Division of Nursing which builds on the AACN Baccalaureate Essentials is reflective of the values and beliefs from which the NMC mission and core values were formulated.

Nursing integrates empirical, personal, aesthetic, ethical and emancipatory ways of knowing to care for clients (Chinn and Kramer, 2015). Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying.

Learning is a lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes, and/or ways of thinking. The nursing faculty believe that nursing education is built on the application and synthesis of the biophysical sciences, psychosocial sciences, the humanities, and nursing science. Teaching is an interactive process that uses a system of actions to promote acquisition, application, integration, and synthesis of knowledge. The graduate faculty serve as teachers, facilitators, resource persons, evaluators, mentors, and professional role models. Graduate education plays a strategic role in the ongoing development of the skilled professional who will contribute to the health, business, political, and social structures of the global community.

Completion of the Master of Science Nursing Program provides the graduate with a strong theoretical and practical base congruent with the MSN Essentials to improve healthcare through a culture of evidence-based practice. This education will prepare the graduate with a firm background in critical thinking and decision-making skills. The master's prepared nurse will have the necessary skills to practice independently and interdependently and to build interdisciplinary collegial relationships. The graduate will participate in the creative development of partnerships with communities to deliver services to a variety of populations.

There will be consideration and advocacy for the health care needs of populations, especially those at risk and the growing number of those clients who are underserved. The graduate will be able to use creativity and flexibility in order to deal with roles less clearly defined as well as to manage and carry out the changing and challenging advanced nursing roles. This graduate will function in an increasingly complex health care system that includes responding to global, technological, and environmental issues. The graduate will be able to analyze, synthesize, and utilize knowledge in a scholarly manner. An understanding of health care policy, financing, cultural sensitivity, and ethical decision making will assist graduates in assuming a leadership role in promoting effective systems in nursing and healthcare.


RN to MSN, Nurse Educator

Overview
Program Information

- This RN to MSN Nurse Educator track is CCNE-accredited and can be completed online in 30 months.
- The program is designed for busy Registered Nurses (RNs) who have a passion for the nursing profession as well as for learning, teaching and working with students.
- The curriculum provides the skills and knowledge needed to work as a nurse educator in many different settings.
- Students gain teaching experience through practicum and projects.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.
Online RN to MSN Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- GPA of 3.0 or above; GPA below 3.0 will be considered on an individual basis
- Current unencumbered licensure as a Registered Nurse
- Non-Nebraska Residents meet State Authorization requirements

Courses
All RN to MSN program students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

The RN to MSN track for the RN without a bachelor's degree affords the RN the ability to earn 18 semester credit hours of undergraduate bridge courses (statistics, leadership, research, health assessment, public/community health) and then transition into the MSN Program without receiving a BSN.

As students advance into the MSN, Nurse Educator Program, their GPA will be reviewed again before the first graduate course. A GPA of 3.0 or above is required. A GPA below 3.0 will be considered on an individual basis.

Bridge Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 360</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SSC 370</td>
<td>Principles of Research</td>
<td>3</td>
</tr>
<tr>
<td>NRS 402</td>
<td>Nursing Assessment for RN’s</td>
<td>3</td>
</tr>
<tr>
<td>NRS 446</td>
<td>Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476C</td>
<td>Community Health Nursing Clinical Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>NRS 508</td>
<td>Issues in Advanced Nursing Roles</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
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<tr>
<td>NRS 513</td>
<td>Measurement &amp; Statistical Concepts for Data Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NRS 516</td>
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<tr>
<td>NRS 517</td>
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<td>Instructional Methods</td>
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<td>NRS 519</td>
<td>Synthesis and Use of Knowledge for EBP</td>
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<td>NRS 523</td>
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</tr>
<tr>
<td>NRS 592</td>
<td>Capstone I</td>
<td>2</td>
</tr>
<tr>
<td>NRS 594</td>
<td>Capstone II</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 36
RN to MSN, Nurse Executive

Overview

Program Information

- The RN to MSN Nurse Executive track is CCNE-accredited and can be completed online in 30 months.
- The program is designed to further your skills as a nurse, a leader and a capable business executive.
- The curriculum provides the skills and knowledge needed to work as an executive in many leadership roles in a variety of healthcare settings.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Online RN to MSN Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- GPA of 3.0 or above; GPA below 3.0 will be considered on an individual basis
- Current unencumbered licensure as a Registered Nurse
- Non- Nebraska Residents meet State Authorization requirements

Courses

All RN to MSN program students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

The RN to MSN track for the RN without a bachelor's degree affords the RN the ability to earn 18 semester credit hours of undergraduate bridge courses (statistics, leadership, research, health assessment, public/community health) and then transition into the MSN Program without receiving a BSN.

As students advance into the MSN, Nurse Executive Program, their GPA will be reviewed again before the first graduate course. A GPA of 3.0 or above is required. A GPA below 3.0 will be considered on an individual basis.

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**Total Credits:** 18

Curriculum

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<tr>
<td>NRS 550</td>
<td>Organizational Behavior &amp; Structure</td>
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</tr>
<tr>
<td>NRS 552</td>
<td>Role of the Nurse Executive I: Leading an Organization</td>
<td>3</td>
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<tr>
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<td>Role of the Nurse Executive II: Human Resource Management</td>
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</tr>
<tr>
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<td>Role of the Nurse Executive III: Financial Management &amp; Economics</td>
<td>4</td>
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</tr>
</tbody>
</table>

**Total Credits: 36**

### MSN, Nurse Educator

#### Overview

**Program Information**

- This online MSN program is a CCNE-accredited program that can be completed online in 21 months.
- The program is designed for busy Registered Nurses (RNs) who have a passion for the nursing profession as well as for learning, teaching and working with students.
- The curriculum provides the skills and knowledge needed to work as a nurse educator in many different settings.
- Students gain teaching experience through practicum and projects.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

More Program Details

- [Nurse Faculty Loan Program](#)

#### Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

**MSN Program Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Bachelor of Science in Nursing degree (BSN) from a state approved program of nursing and professionally accredited by ACEN or CCNE.
- BSN program GPA of 3.0.
- GPA below 3.0 will be considered on an individual basis.
- Current unencumbered licensure as a Registered Nurse.
- Non-Nebraska Residents meet State Authorization requirements
Courses
All MSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

A student must earn a minimum of 36 total credit hours to be eligible for the Master of Science in Nursing degree. All course requirements as outlined below must be met.

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<td>Capstone II</td>
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</tbody>
</table>

Total Credits: 36

MSN, Nurse Executive

Overview

Program Information

- The online MSN program is a CCNE-accredited program that can be completed online in 21 months.
- The program is designed to further your skills as a nurse, a leader and a capable business executive.
- The curriculum provides the skills and knowledge needed to work as an executive in many leadership roles in a variety of healthcare settings.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

MSN Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Bachelor of Science degree in Nursing (BSN) from a state approved program of nursing and professionally accredited by ACEN or CCNE.
- BSN program GPA of 3.0.
GPA below 3.0 will be considered on an individual basis.
Current unencumbered licensure as a Registered Nurse.
Non-Nebraska Residents meet State Authorization requirements

Courses
All MSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

A student must earn a minimum of 36 total credit hours to be eligible for the Master of Science in Nursing degree. All course requirements as outlined below must be met.

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<td>2</td>
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</tbody>
</table>

Total Credits: 36

Nurse Educator Post-Master’s Certificate

Overview
Program Information

- This certificate can be completed online in 9 months.
- It's a great option for working RNs with an MSN degree who have a passion for both teaching and the profession of nursing.
- The curriculum is 14 credit hours. Among the topics covered are curricular design, instructional and teaching modalities and practicum.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Nurse Educator Certificate Admissions Criteria
Applicants are evaluated on the basis of the following criteria:
- Master of Science degree in Nursing from a regionally accredited institution
- Applicants who have a Master of Science or Arts degree in healthcare fields will be considered on an individual basis
- Cumulative GPA of 3.0 or above
- Non-Nebraska Residents meet State Authorization requirements

Courses
All nurse educator certificate students are required to complete specific coursework. The following plan represents progression for the online post-master's certificate as a nurse educator. There are a total of 14 credit hours to complete.

Curriculum
NRS 516 Teaching-Learning Principles for Nursing Education 3
NRS 523 Curriculum/Program Development & Evaluation 4
NRS 518 Instructional Methods 3
NRS 524 Practicum in Nursing Education (includes developing a course online) 4

Total Credits: 14

Nurse Executive Post-Master’s Certificate

Overview
Program Information
- This certificate can be completed online in 9 months.
- It's a great option for working RNs with an MSN degree who have a passion for both leadership and the profession of nursing.
- The curriculum is 14 credit hours. Among the topics covered are principles of economics, finance, organizational behavior, strategic planning, health policy and practicum.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Nurse Executive Certificate Admissions Criteria
Applicants are evaluated on the basis of the following criteria:
- Master of Science in Nursing degree from a regionally accredited institution
- Applicants who have a Master of Science or Arts degree in healthcare fields will be considered on an individual basis
- Cumulative GPA of 3.0 or above
- Non-Nebraska Residents meet State Authorization requirements.

Courses
All nurse executive certificate students are required to complete specific coursework. The following plan represents progression for the online post-master's certificate as a nurse executive. There are a total of 14 credit hours to complete.

Curriculum
NRS 550 Organizational Behavior & Structure. 3
NRS 558 Role of the Nurse Executive III: Financial Management & Economics 4
DNP

DNP Program Philosophy
The philosophy of the Doctorate of Nursing Practice Program of the Division of Nursing builds on the AACN Baccalaureate and Masters Essentials and is reflective of the values and beliefs from which the NMC mission and core values were developed.

Nursing integrates empirical, personal, aesthetic, ethical and emancipatory ways of knowing to care for clients (Chinn and Kramer, 2011). Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying. The Doctorate of Nursing Practice prepares graduates for an advanced level of nursing based on nursing science and is the highest level of nursing practice. Nursing practice influences health outcomes for individuals and populations. The roles of advanced nursing practice include direct care, population based care, nursing administration, and the advancement of health policy (AACN Position Statement, 2004, p. 3).

Learning is a lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes, and/or ways of thinking. The nursing faculty believe that nursing education is built on the application and synthesis of the biophysical sciences, psychosocial sciences, the humanities, and nursing science. Teaching is an interactive process that uses a system of actions to promote acquisition, application, integration, and synthesis of knowledge. The DNP program utilizes Boyer’s Model for Scholarship of discovery, integration, application and teaching. Through philosophical inquiry, the DNP applies theoretical knowledge to address clinical problems using an interdisciplinary collaborative approach in the dissemination of information to improve health outcomes of individuals and populations (Boyer, 1990).

Completion of the Doctorate of Nursing Program meets the AACN Essentials for Doctoral Education for Advanced Nursing Practice (2006) to improve healthcare through a culture of evidence-based practice. This education will prepare the graduate with a firm background in clinical decision-making necessary to practice independently and interdependently to deliver services to meet the needs of populations, especially those at risk and underserved. This graduate will function in an increasingly complex health care system that includes responding to global, technological, and environmental issues. Applying nursing theory, health care policy and economics, cultural sensitivity, and ethical decision making frameworks prepares graduates to assume leadership roles in nursing and healthcare.


Overview
The complex state of healthcare in the U.S. today is rapidly changing. There is a high demand for qualified nurse practitioners who are well prepared to take on the challenges of critical and emerging healthcare needs. The Doctor of Nursing Practice (DNP) from Nebraska Methodist College prepares nurses who want to expand their leadership and practice expertise to improve and promote the wellbeing of patients within their community.

The Doctor of Nursing Practice (DNP) is an evidence-based, terminal practice degree designed to advance nursing practice at the community level. Nebraska Methodist College offers the BSN-DNP and APRN-DNP program. The BSN-DNP curriculum prepares nurses to become family nurse practitioners (APRN-FNP). The APRN-DNP program allows a registered nurse (RN) who has earned certification as an Advanced Practice Registered Nurse (APRN) to pursue a practice-focused doctorate degree. The DNP program provides graduates with the scientific knowledge, practice expertise and leadership skills needed to evaluate, advocate, integrate and apply clinical prevention and population health initiatives that improve patient care and outcomes.
DNP candidates complete 75 credit hours in the program, which integrates clinical education and analytical methods into evidence-based practice. Students will acquire the necessary skills to:

- Organize practice using both theoretical and scientific underpinnings
- Demonstrate organizational and systems leadership aimed at quality improvement and systems thinking
- Evaluate information systems, technologies and patient care technology for the improvement and transformation of healthcare
- Assess healthcare policies in relation to advocacy in healthcare
- Collaborate inter-professionally toward improving patient and population health outcomes
- Apply the principles of clinical prevention and population health for improving the nation's health
- Advance nursing practice at the community level
- Sit for certification as an APRN-FNP through the American Nursing Credentialing Commission and for licensure as an APRN in the state in which he/she practices.

Admissions BSN- DNP

Applicants are evaluated on the basis of the following criteria:

- Minimum of a baccalaureate in nursing (BSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE), Accrediting Commission on Education in Nursing (ACEN), or NLN Commission for Nursing Education Accreditation (CNEA).
- A grade point average (GPA) >3.0 on a 4.0 scale in last nursing program.
- Undergraduate completion of the following courses:
  - Statistics
  - Health assessment
  - Research
  - Anatomy and physiology
  - Pharmacology
  - Microbiology
  - Chemistry
  - Community nursing
  - Pathophysiology
- Current unencumbered Registered Nurse licensure at time of application. Practice as a Registered Nurse is encouraged but not required.
- Fulfillment of the technical standards
- Non-Nebraska Residents meet State Authorization requirements

Courses

All DNP students are required to complete specific coursework. Course requirements for the BSN-DNP Family Nurse Practitioner can be completed in three years as a full-time student or in 4-5 years as a part-time student. Courses within the program are outlined below:

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 700</td>
<td>Program Orientation</td>
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<tr>
<td>NRS 706</td>
<td>Summer Intensive</td>
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<tr>
<td>NRS 712</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NRS 738</td>
<td>Theory Foundation</td>
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<tr>
<td>NRS 742</td>
<td>Nursing Research</td>
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<tr>
<td>NRS 746</td>
<td>Role Development of APRN</td>
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<tr>
<td>NRS 750</td>
<td>Healthcare Finance</td>
<td>3</td>
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<tr>
<td>NRS 754</td>
<td>Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>NRS 758</td>
<td>Health Systems, Informatics &amp; Leadership</td>
<td>3</td>
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</table>
NRS 802  Adult Nursing Theory I  3  
NRS 806  Practicum I  3  
NRS 812  Adult Nursing Theory II  3  
NRS 816  Practicum II  3  
NRS 822  Women and Children Nursing Theory  3  
NRS 826  Practicum III  3  
NRS 832  Population-Based Healthcare  3  
NRS 836  Practicum IV  3  
NRS 840  Residency  3  
NRS 880  Capstone I  1  
NRS 882  Capstone II  3  
NRS 886  Capstone III  3  
NRS 890  Capstone IV  1  
SCI 716  Advanced Pathophysiology  3  
SCI 720  Advanced Pharmacology  3  
SSC 730  Biostatistics  3  
SSC 734  Epidemiology  3  

Electives: Two courses are required:  6  
  NRS 686  Rural Nursing  
  NRS 690  Community Program Planning  
  NRS 694  Teaching, Learning & Instructional Methods  
  NRS 698  Curriculum Planning & Evaluation  

Total Credits:  75  

Admissions APRN- DNP  
Applicants are evaluated on the basis of the following criteria:  
- Minimum of a master’s degree in nursing (MSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE), Accrediting Commission on Education in Nursing (ACEN), or NLN Commission for Nursing Education Accreditation (CNEA).  
- Current certification or eligibility for certification as an Advanced Practice Registered Nurse (APRN). This may include Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist or Certified Midwife.  
- A grade point average (GPA) greater than or equal to 3.0 on a 4.0 scale in MSN program.  
- Completion of the following graduate level coursework:  
  - Research  
  - Nursing theory  
  - Role of the Advanced Practice Nurse  
  - Advanced pharmacology  
  - Advanced pathophysiology  
  - Advanced health assessment  
- Current unencumbered Registered Nurse licensure at time of application. Practice as an APRN is encouraged but not required.  
- Fulfillment of the technical standards  
- Non-Nebraska Residents meet State Authorization requirements  

- 154 -
Course requirements for the APRN-DNP Advanced Nursing Practice can be completed in two years as a full-time student. Courses within the program are outlined below:

**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRS 700</td>
<td>Program Orientation</td>
<td>0</td>
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<tr>
<td>NRS 750</td>
<td>Healthcare Finance</td>
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<td>NRS 754</td>
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<tr>
<td>NRS 758</td>
<td>Health Systems, Informatics &amp; Leadership</td>
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<td>NRS 832</td>
<td>Population-Based Healthcare</td>
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<tr>
<td>NRS 880</td>
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<tr>
<td>NRS 894</td>
<td>Clinical Inquiry for the DNP</td>
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<tr>
<td>SSC 730</td>
<td>Biostatistics</td>
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<tr>
<td>SSC 734</td>
<td>Epidemiology</td>
<td>3</td>
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</table>

Electives: Two courses are required:

- NRS 686 Rural Nursing
- NRS 690 Community Program Planning
- NRS 694 Teaching, Learning & Instructional Methods
- NRS 698 Curriculum Planning & Evaluation

**Total Credits:** 34
Diagnostic Medical Sonography - Cardiovascular, AS

Overview
A cardiovascular sonographer performs non-invasive, diagnostic ultrasound images of the heart and circulatory system. The 2-year (21 month) accredited cardiovascular program at NMC provides students with didactic and hands-on clinical experience to become a certified cardiovascular sonographer.

The echocardiography curriculum focuses on imaging of the heart, looking at the chambers, valves, vessels and functionality of the heart. Students also focus on the anatomy and physiology of the cardiovascular system.

The vascular technology portion of the curriculum focuses on the anatomy of the circulatory system to help diagnose and treat conditions involving the venous and arterial systems, including the neck, arms, legs and abdomen. Students will also focus on evaluating, analyzing and recording information related to blood flow of the vessels.

Program Information

- This Associate of Science degree in sonography is a two year (21 month) program.
- Students are eligible to sit for adult echocardiography and vascular technology examinations administered by the American Registry of Diagnostic Medical Sonographers (ARDMS).
- In addition to student-focused instruction and laboratory learning experiences, students gain hands-on experience through supervised clinical training at hospitals and clinics throughout the greater Omaha area.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.75
- High school record
- ACT / SAT (if within 2 years of high school graduation)
- Fulfillment program technical standards
- Job shadowing experience strongly recommended
- College record
- Completion of all of the following general education prerequisite courses:
  - Algebra (3)
  - Physics (3)
  - English Composition (3)
  - Introduction to Psychology or Lifespan Psychology (3)
  - Medical Terminology (1)
  - Human Anatomy and Physiology with Lab (5)
- Technical Standards for performance

Courses
All students are required to complete specific coursework. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are
competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

**Curriculum**

**FIRST YEAR - Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>DMS 130</td>
<td>Introduction to Health Professions</td>
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<tr>
<td>DMS 140</td>
<td>Applied Sectional Anatomy</td>
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<tr>
<td>DMS 205</td>
<td>Sonographic Physics I</td>
<td>3</td>
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<tr>
<td>DMS 205L</td>
<td>Sonographic Physics I Lab</td>
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<tr>
<td>DMS 209</td>
<td>Sonographic Seminar I</td>
<td>2</td>
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<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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**FIRST YEAR - Spring Semester**

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<tr>
<td>CVS 220</td>
<td>Echocardiography I</td>
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<td>CVS 220L</td>
<td>Echocardiography I Lab</td>
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<tr>
<td>CVS 221</td>
<td>Vascular Ultrasound I</td>
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<td>Vascular Ultrasound I Lab</td>
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<td>HUM 220/255/270</td>
<td>The World of Ideas: Elective</td>
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**FIRST YEAR - Summer Semester**

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<td>CVS 280</td>
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<tr>
<td>CVS 320L</td>
<td>Echocardiography II Lab</td>
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</tr>
<tr>
<td>CVS 321L</td>
<td>Vascular Ultrasound II Lab</td>
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<tr>
<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
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**SECOND YEAR - Fall Semester**

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<thead>
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<th>Course</th>
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<tr>
<td>CVS 213</td>
<td>Principles of EKG</td>
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<tr>
<td>CVS 285</td>
<td>Clinical Practicum II</td>
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<tr>
<td>CVS 320</td>
<td>Echocardiography II</td>
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<tr>
<td>CVS 321</td>
<td>Vascular Ultrasound II</td>
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<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
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**SECOND YEAR - Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
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<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
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<tr>
<td>CVS 380</td>
<td>Clinical Practicum III</td>
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<tr>
<td>DMS 307</td>
<td>Sonographic Seminar II</td>
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</table>
Diagnostic Medical Sonography – Multispecialty, AS

Overview
Ultrasonography is an advanced technology that uses sound waves to generate images used for assessment and diagnosis of various medical conditions. The two-year (21 month) accredited sonography program at NMC provides students with the knowledge and hands-on clinical training to become a certified sonographer.

The curriculum at NMC focuses on different parts of the body. The obstetrics and gynecologic portion focuses on imaging of the female reproductive system and includes one of the more well-known uses of sonography - examining the fetus of a pregnant woman to follow the baby's growth and development.

The abdominal portion of the curriculum involves learning the anatomy of the abdominal cavity to help diagnose and treat conditions primarily involving the aorta, gallbladder, bile ducts, kidneys, liver, pancreas and spleen. During the program you will also focus on the breast, thyroid and male reproductive system.

Program Information

- This Associate of Science degree in sonography is a two year (21 month) program.
- Students are eligible to sit for abdomen and obstetrics/gynecology examinations by the American Registry of Diagnostic Medical Sonographers (ARDMS).
- In addition to student-focused instruction and laboratory learning experiences, students gain hands-on experience through supervised clinical training at hospitals and clinics throughout the greater Omaha area.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.75
- High school record
- ACT / SAT (if within 2 years of high school graduation)
- Fulfillment program technical standards
- Job shadowing experience strongly recommended
- College record
• Completion of all of the following general education prerequisite courses:
  o Algebra (3)
  o Physics (3)
  o English Composition (3)
  o Introduction to Psychology or Lifespan Psychology (3)
  o Medical Terminology (1)
  o Human Anatomy and Physiology with Lab (5)
• Technical Standards for performance

Courses
All students are required to complete specific coursework. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

**FIRST YEAR - Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DMS 130</td>
<td>Introduction to Health Professions</td>
<td>2</td>
</tr>
<tr>
<td>DMS 140</td>
<td>Applied Sectional Anatomy</td>
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<td>DMS 205</td>
<td>Sonographic Physics I</td>
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<tr>
<td>DMS 205L</td>
<td>Sonographic Physics I Lab</td>
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<td>DMS 209</td>
<td>Sonographic Seminar I</td>
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<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
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<tr>
<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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**FIRST YEAR - Spring Semester**

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<tr>
<th>Course Code</th>
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<tr>
<td>DMS 221</td>
<td>Abdominal Ultrasound I</td>
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<td>Abdominal Ultrasound I Lab</td>
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<tr>
<td>DMS 228</td>
<td>Gynecologic Ultrasound I</td>
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<td>DMS 272</td>
<td>Obstetrics &amp; Gynecologic Ultrasound Lab I</td>
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<td>DMS 281</td>
<td>Obstetrics Ultrasound I</td>
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<tr>
<td>DMS 305</td>
<td>Sonographic Physics II</td>
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**FIRST YEAR - Summer Semester**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DMS 280</td>
<td>Clinical Practicum I</td>
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<tr>
<td>DMS 288</td>
<td>High Resolution Structures</td>
<td>3</td>
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<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
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<td>HUM 220/255/270</td>
<td>The World of Ideas: Elective</td>
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**SECOND YEAR - Fall Semester**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DMS 285</td>
<td>Clinical Practicum II</td>
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</table>
SECOND YEAR - Spring Semester

COM 230/245 Language & Culture in Healthcare 3
COM 290 Portfolio Synthesis 0
DMS 307 Sonographic Seminar II 2
DMS 352 Vascular Imaging 3
DMS 380 Clinical Practicum III 6
SSC 325 Applied Analysis of Research 3

Program Elective Options

DMS ____* Professional Electives 3
DMS 251** Directed Clinical Experience 1-6
DMS 420 Clinical Externship 1-6

Program Total (without electives): 76

*Consult Program Director for list of electives.
**Directed Clinical Experience available as long as there is clinical availability.

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**Health Studies, AS**

**Overview**
The Associate of Science degree in Health Studies provides students who represent various occupations and roles within the healthcare workforce the opportunity to earn a degree that leverages their previous educational and work experience to achieve personal and professional growth. The curriculum builds on the occupation or disciplinary education with coursework in arts and sciences.

**Program Information**

- A total of 61 credits are required for this degree.
- This degree can be a terminal degree or may be used to bridge into a bachelor of science degree.

**Admissions**
This degree is designed for any individual who works in healthcare or a related area (such as an assisted living facility, nursing home, dental practice, etc.) and who wishes to earn an associate of science degree. The degree is designed for the student who has completed a certificate in a healthcare or related field from a regionally accredited college or university or an accepted professionally accredited program (e.g., CAAHEP, JRCERT, AAMA, ARCSTSA). Students will receive block credit for their certificate upon completion of all other degree requirements. In lieu of an earned certificate, students may have completed at least 30 credit hours from a regionally accredited institution toward a major in healthcare or related occupation. Students will be notified of their acceptance by letter or phone.
Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.0
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Success in prior math and science courses
- A certificate in a healthcare or related field, or completion of at least 30 credit hours from a regionally accredited institution toward a major in a healthcare or related occupation
- In the case of 30 credit hours earned, must be currently employed in a healthcare or related occupation or have a minimum of two years past employment in a healthcare or related field
- Non-Nebraska Residents meet State Authorization requirements

Curriculum

Arts & Sciences

Humanities
HUM 150  The World of Ideas: Critical Reasoning & Rhetoric  3
HUM 2__  The World of Ideas: Elective  3

Communications
COM 101  English Composition  3
COM 230 or 245  Language & Culture in Healthcare  3
COM 290  Portfolio Synthesis  0

Natural & Applied Sciences
SCI___  Science Elective  3

Social Sciences
SSC ___  Psychology Elective  3
SSC 235  The Sociology of Culture  3

Professional Course Credit/Electives  40

Total Credits:  61

Note-the minimum residency requirement at Nebraska Methodist College is 15 credit hours.
Credit for certificate/hospital-based courses will be awarded following completion of all other program requirements.

Physical Therapist Assistant, AS

Overview
Physical Therapist Assistants (PTA) work closely under the supervision of Physical Therapists to help people improve their physical capabilities.
As a PTA, you will learn to provide care specified by a Physical Therapist such as physical exercise, the use of special devices, modalities and patient education.
Your goals are to help patients manage pain, increase mobility and achieve a better quality of life. PTAs are employed in many different settings including hospitals, private practices, outpatient clinics, nursing homes, schools, sports and fitness facilities as well as home healthcare.

Program Information

- This is an accredited Associate of Science degree program that can be completed in 21 months.
- The program combines 710 hours of clinical patient contact along with classroom instruction and hands-on experience. Clinicals are located in the Omaha, NE metro area as well as surrounding communities.
- Utilizing state-of-the-art equipment, students learn how to teach movement, strength and coordination exercises; train patients to use crutches, canes or walkers; administer massage therapy and use modalities to improve a patient’s status.
- Students must earn a total of 75 credits for this degree program.

More Program Details

- PTA Mission, Goals & Objectives
- PTA Technical Standards
- PTA Student Outcomes

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will be granted an interview upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Math and science courses, minimum 2 years high school math and science required
- Recommended high school or college level physics
- 20-hour observation experience
- Fulfillment of program technical standards
- Interview

Courses

All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum:

First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning and Rhetoric</td>
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<td>PTA 100</td>
<td>Introduction to Physical Therapy</td>
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<td>PTA 105</td>
<td>Functional Anatomy with Lab</td>
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<td>PTA 115</td>
<td>Basic Skills in Patient Care Lab</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
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<tr>
<td>SCI 200</td>
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**First Year - Spring Semester**

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<td>HUM 220/255/270</td>
<td>World of Ideas: Humanities Elective</td>
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<td>PTA 120</td>
<td>Therapeutic Exercise with Lab</td>
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<td>PTA 130</td>
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<td>SCI 206</td>
<td>Pathophysiology/ Pharmacology</td>
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**First Year - Summer Session**

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<th>Course Title</th>
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<tbody>
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<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
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<td>PTA 190</td>
<td>PTA Clinical I: Orientation</td>
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**Second Year - Fall Semester**

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<td>PTA 215</td>
<td>Pediatric &amp; Neurologic Disorders with Lab</td>
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<td>PTA 220</td>
<td>Therapeutic Exercise II with Lab</td>
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<tr>
<td>PTA 228</td>
<td>Special Topics with Lab</td>
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<tr>
<td>SSC 215</td>
<td>Lifespan Psychology</td>
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**Second Year - Spring Semester**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PTA 230</td>
<td>Medical Ethics, Law and Health Care Administration</td>
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<td>COM 290</td>
<td>Portfolio Synthesis</td>
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**Total Credits:** 75

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**Radiologic Technology, AS**

**Overview**

A radiology technologist produces images of the human body that are used in aiding the physician in making an accurate diagnosis. He or she uses a combination of technology, science, patient care and collaboration with other healthcare team members to perform job-related duties.
Doctors rely on Radiologic Technologists to take accurate images while maintaining a high level of sensitivity with patients. Radiographers may work in hospitals, clinics or other diagnostic imaging centers.

Program Information

- This is a two-year (24 month), accredited Associate of Science Degree program.
- The program provides both a strong liberal arts foundation and professional training.
- The clinical component of the program allows students supervised hands-on experience in various healthcare settings in the greater Omaha area, western Iowa and surrounding counties. (Students will be responsible for personal transportation to and from these off-campus clinical sites.)
- Students must earn a total of 80 credits for this degree program.

More Program Details

- Rad Tech Mission, Goals & Objectives
- Rad Tech Technical Standards

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Math and science courses strongly recommended
- Fulfillment of program technical standards
- Hospital/clinical observation in a Radiology department is strongly recommended

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

First Year – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
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<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
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<tr>
<td>RAD 107</td>
<td>Radiology Fundamentals and Clinical Assessment</td>
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<td>First Year – Spring Semester</td>
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<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
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<tr>
<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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<tr>
<td>RAD 115</td>
<td>Radiographic Imaging I</td>
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<tr>
<td>RAD 121</td>
<td>Radiographic Procedures/Positioning I</td>
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<td>RAD 121L</td>
<td>Radiographic Procedures/Positioning I Lab</td>
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<td>RAD 160</td>
<td>Clinical Practicum I</td>
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<td>RAD 215</td>
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<td>COM 290</td>
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<td>RAD 265</td>
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<tr>
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Total Credits: 80
Respiratory Care, AS

Overview
The simple act of breathing is not something most people think about - until they can't breathe normally. As a Respiratory Therapist, you will use a combination of scientific standards and practices to discover, manage and prevent dysfunctions of the cardiopulmonary system.

Respiratory Therapists work with medical direction at sites such as wellness centers, medical offices, asthma clinics, sleep disorder centers and in hospitals. The patients you care for will rely on you to help diagnose lung and breathing disorders, determine therapies and implement and manage ongoing care and treatment programs.

Program Information

- This is a two-year (24 months), accredited Associate of Science Degree program.
- You will study human physiology and the cardiopulmonary system and learn critical thinking and communication skills, patient assessment skills, disease management protocols and development of care plans through a combination of classroom instruction and clinical-based practice.
- A strong aptitude for health sciences, professionalism and a genuine empathy for others is what makes Respiratory Therapists vital members of a medical team.
- Upon successful completion of the program, students are prepared to sit for the Respiratory Therapist (CRT) exam, which leads to the advanced practitioner exam to earn the Registered Respiratory Therapist (RRT) credential.
- Students must earn a total of 79 credits for this degree program.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Math and science courses, Algebra, Biology, Chemistry, Physics and Medical Terminology recommended
- Shadowing a professional in Respiratory Care department encouraged
- Fulfillment of program technical standards

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum
<table>
<thead>
<tr>
<th>First Year - Summer Semester</th>
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<tr>
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<td>SCI 110</td>
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<td>RCP 200</td>
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<td>RCP 210</td>
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<td>RCP 220</td>
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<td>RCP 240</td>
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<tr>
<td>COM 290</td>
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<tr>
<td>RCP 300</td>
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<tr>
<td>RCP 310</td>
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<tr>
<td>RCP 330</td>
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<tr>
<td>RCP 330L</td>
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</table>
Surgical Technology, AS

Overview
A Surgical Technology professional (also known as a surgical tech, surg tech or scrub) is a vital member of the surgical team in an operating room. A surgical technologist acts as a surgeon’s trusted right hand by anticipating the needs of the surgeon and passing instruments during an operation. Surg techs are trained professionals who work under the direction of a surgeon and the medical team to deliver the highest level of patient care before, during and after the surgery. Individuals certified in surgical technology take on many critical roles in the operating room. Surg techs often help prepare patients for surgery, inspect and ensure surgical instruments are sterile, and make certain the operating room is organized for the medical team. During surgery, surg techs help to position patients on the operating table and drape them with sterile cloths. They troubleshoot equipment and may be called upon to clean and cauterize blood vessels or close wounds. As professionals, surgical technologists work primarily in operating rooms. Surg techs are highly organized, careful and detailed thinkers who work well under pressure. Above all, surgical technologists are caring people with a genuine empathy for patients when they are at their most vulnerable.

The two-year (22 month) program for an Associate of Science degree in Surgical Technology is a combination of classroom studies, hands-on learning in a surgical suite laboratory, and clinical-based practice in Greater Omaha Area hospitals. Learning includes:

- Coursework in human anatomy, microbiology, critical thinking and communications
- Care and handling of surgical instruments and equipment before, during and after surgery
- Maintaining a sterile field for the surgical team including applying surgical dressings, holding retractors, cutting sutures, preparing sterile solutions, and caring for and/or transporting human specimens for laboratory analysis or disposal
- Draping and positioning of patients during surgery
- Operating room preparation including cleaning, restocking, and equipment preparation and positioning
- National standards required to become a Certified Surgical Technologist (CST)

Program Information

- Two-year (21 month), accredited Associate of Science degree program in Surgical Technology
- Industry-experienced instructors work one-on-one with you in small classes to develop your professional skills in patient care, surgical technology and communication
- Students are prepared to take the Certified Surgical Technologist (CST) national examination in their final semester, and are prepared for employment as soon as they graduate
- Surgical technologists are credentialed by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Students will seat the CST certification exam as a part of the Nebraska Methodist College program. Results will be released to the student at the completion of the program. Nebraska Methodist College does not guarantee the student’s success in taking this examination. The American College of Surgeons strongly supports adequate education and training of all surgical technologists, supports the accreditation of all surgical technology educational programs, and supports examination for certification of all graduates of accredited surgical technology educational programs.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:
- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- Demonstration of success in previous math and science courses: Algebra, Biology, Chemistry and Anatomy & Physiology recommended
- College record
- Fulfillment of program technical standards
- Demonstration of excellent written, verbal and interpersonal communication skills
- Completion of college Chemistry prior to enrollment is strongly recommended

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Math competency test administered at registration; completion of 0 credit modules as directed during fall term.

Curriculum:

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language and Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
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</tr>
<tr>
<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
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Spring Semester

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101/215</td>
<td>Intro to Psychology or Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SUR 106</td>
<td>Intro to Surgical Technology w/Lab</td>
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Summer Semester

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<td>The Sociology of Culture</td>
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<td>SUR 122</td>
<td>Surgical Technology I w/Lab</td>
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<td>Pharmacology for the Surgical Technologist</td>
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Fall Semester

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<td>Surgical Technology II w/ Lab</td>
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<td>SUR 250</td>
<td>Surgical Technology Clinical I</td>
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<td>SUR 266</td>
<td>Correlated Patient Study I</td>
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Spring Semester

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<td>SUR 269</td>
<td>Correlated Patient Study II</td>
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<tr>
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<td>Portfolio Synthesis</td>
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**Total Credits:** 62
Health Studies, BS

Overview
The Bachelor of Science degree in Health Studies offers students who represent various occupations and roles within the healthcare workforce the opportunity to earn a bachelor’s degree that leverages their previous educational and work experience to achieve personal and professional growth.

Program Information
- This degree requires a minimum of 120 credits.
- Designed for an individual who works in healthcare or a related area, and who has completed an associate degree or a minimum of 60 transferrable credits.

Admissions
This degree is designed for any individual who works in healthcare or a related area (such as an assisted living facility, nursing home, dental practice, etc.) and who wishes to earn a bachelor of science degree. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5 in previous college coursework
- College record
- An associate degree in a healthcare or related field; a graduate from an 18-24 month long health professions program; a minimum of 60 transferrable college credits; or simultaneous enrollment in an associate’s degree at NMC
- In the case of 60 credit hours earned, must be currently employed in a healthcare or related occupation or have a minimum of two years past employment in a healthcare or related field
- Non-Nebraska Residents meet State Authorization requirements

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum:

Communication

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<td>English Composition</td>
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<tr>
<td>COM 230/245</td>
<td>Language and Culture in Healthcare</td>
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<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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Humanities

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<tr>
<td>HUM 210/213</td>
<td>Introduction to Ethics or Principles and Practice of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 255-259</td>
<td>World of Ideas: Historical Perspectives</td>
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<tr>
<td>HUM __*</td>
<td>World of Ideas: Humanities Elective</td>
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<td>HUM __*</td>
<td>World of Ideas: Humanities Elective</td>
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</table>
Healthcare Administration, BS

Overview
A Bachelor of Science degree in Healthcare Administration from NMC can help you achieve your career goals. This program provides you with both clinical proficiency as well as the business and management skills you'll need to improve quality and operational efficiency within any healthcare setting.

The curriculum for this degree has been designed around the disciplines identified by the Healthcare Leadership Alliance as essential to effective practice in health care management.

Program Information

- Bachelor of Science degree can be completed in as little as two years (with prior learning).
- Program is delivered online and taught by faculty members experienced in their fields.
- Each course is five weeks long, usually with one week off before the start of another course.
- Students can access courses at any time of day and from anywhere with internet access to provide flexibility and allow healthcare professionals to balance their educational goals with their personal and professional responsibilities.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5 in previous college coursework
- College record
- An associate degree in a healthcare or related field; a graduate from an 18-24 month-long health professions program; a minimum of 60 transferrable college credits; or simultaneous enrollment in an associate’s degree at NMC
In the case of 60 credit hours earned, must be currently employed in a healthcare or related occupation or have a minimum of two years past employment in a healthcare or related field
Non-Nebraska Residents meet State Authorization requirements

Courses
All students are required to complete specific coursework. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

All students are required to complete the following coursework:

Curriculum

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<th>Course</th>
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<td>Language &amp; Culture in Healthcare</td>
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<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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<td>Introduction to Ethics or Principles and Practice of Ethics</td>
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<td>HUM 255-259</td>
<td>World of Ideas: Historical Perspectives</td>
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<td>World of Ideas: Humanities Elective</td>
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<td>The Sociology of Culture</td>
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Requisites

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<td>SSC 325</td>
<td>Applied Analysis of Research</td>
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Healthcare Administration Requisites

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<td>Foundations of Human Resources in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 330</td>
<td>Introduction to Management &amp; Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>HCA 340</td>
<td>Fundamentals of Financial Operations</td>
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<tr>
<td>HCA 420</td>
<td>Clinical Operations</td>
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<tr>
<td>HCA 450</td>
<td>Applied Business Ethics in Healthcare</td>
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</tr>
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<td>HCA 465</td>
<td>Survey of U.S. Healthcare Systems</td>
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</tr>
<tr>
<td>HCA 470</td>
<td>Clinical Financial Management</td>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.*
Imaging Sciences, BS

Overview
Medical Imaging is the health profession concerned with the direct administration of radiation, primarily x-rays, in disease diagnosis and injury assessment. Technological advances and the addition of new imaging modalities now place medical imaging among the most dynamic, expanding and high demand fields in healthcare.

An imaging science professional must apply their knowledge of anatomy, physiology, pathology, patient positioning, radiation protection, and image production and evaluation in the performance of their responsibilities.

The program gives students a variety of options to explore their interest in the sciences of medical imaging. You can develop your skills in specialized areas like computed tomography (CT), magnetic resonance imaging (MRI), mammography and others. In addition to student-focused instruction and optional hands-on experience through supervised clinical training at hospitals and clinics.

Program Information
This bachelor's of science program offers several unique qualities:

- Multiple points of entry:
  - Dual degree option (4 year degree)
  - Degree completion for associate degree graduates
- Ability to specialize your degree with courses in CT or MRI
- Curriculum provides a strong liberal arts foundation as well as courses that will prepare you with the technical skills to excel after graduation
- One of the few online degree completion options in the region

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- ARRT (R) Certification
- High school record
- College record
- Fulfillment of program technical standards
- Non-Nebraska Residents meet State Authorization requirements

Courses
All students are required to complete specific coursework. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum
Educated Citizen Core Curriculum/Rad Tech AS Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language and Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 255-259</td>
<td>World of Ideas: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Electives</td>
<td>6</td>
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<tr>
<td>SCI 105</td>
<td>Algebra</td>
<td>3</td>
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<td>SCI 116</td>
<td>Medical Terminology</td>
<td>1</td>
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<tr>
<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
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<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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<tr>
<td>SSC 101/215</td>
<td>Intro to Psychology or Lifespan Psychology</td>
<td>3</td>
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<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
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<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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<tr>
<td>RAD ---</td>
<td>Professional Rad Tech Coursework</td>
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</table>

**Rad Tech BS Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 430</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>HCA 465</td>
<td>Survey of US Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISC 315</td>
<td>Advanced Cross-Sectional Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>ISC 320</td>
<td>Advanced Cross-Sectional Anatomy II</td>
<td>3</td>
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<tr>
<td>RCP 320</td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>SSC 325</td>
<td>Applied Analysis of Research</td>
<td>3</td>
</tr>
<tr>
<td>WMI 326</td>
<td>Bereavement &amp; Loss for the Healthcare Professional</td>
<td>3</td>
</tr>
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</table>

Choose two courses from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 325</td>
<td>Intro to Magnetic Resonance Imaging</td>
<td>3</td>
</tr>
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<td>ISC 330</td>
<td>Advanced MRI</td>
<td>3</td>
</tr>
<tr>
<td>ISC 342</td>
<td>Application &amp; Instrumentation of CT</td>
<td>3</td>
</tr>
<tr>
<td>ISC 347</td>
<td>Imaging Procedures in CT</td>
<td>3</td>
</tr>
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</table>

**Total Credits:** 119

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.*
Respiratory Care, BS

Overview
Respiratory therapists evaluate and treat all types of patients, from premature infants whose lungs are not fully developed to the elderly whose lungs are diseased. The profession continues to grow and embrace a more holistic role that not only includes acute care at the patient's bedside, but also preventative care and patient education.

The bachelor's degree in Respiratory Care is the future of the profession as determined by the American Association for Respiratory Care (AARC).

Program Information
The bachelor degree program offers unique program qualities:

- Multiple points of entry:
  - On campus dual degree option (4 year degree)
  - Degree completion for associate degree graduates -- for RRTs looking to go on for their bachelor degree.
- Curriculum supports the changing role of the respiratory therapist and includes content in health promotion, health education, leadership, case management and health care policy.
- Focuses on the holistic nature of the respiratory care profession.
- Our program will be the only online degree completion option in the region.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- Respiratory Care Certification (RRT)
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Fulfillment of program technical standards
- Non-Nebraska Residents meet State Authorization requirements

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>COM 101</td>
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- 176 -
<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 230/245</td>
<td>Language and Culture in Healthcare</td>
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</tr>
<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
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<td>World of Ideas: Humanities Electives</td>
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<td>SSC 235</td>
<td>The Sociology of Culture</td>
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<td>SSC 101/215</td>
<td>Intro to Psychology or Lifespan Psychology</td>
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<td>SCI 225</td>
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<tr>
<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
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<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
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</tr>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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**Professional Curriculum Plus Additional Arts & Sciences**

<table>
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<tr>
<td>SCI 103</td>
<td>College Chemistry</td>
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<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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<tr>
<td>SCI 175</td>
<td>College Mathematics</td>
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<td>SCI 110</td>
<td>Introduction to Physics</td>
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<tr>
<td>SCI 280</td>
<td>Microbiology</td>
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<td>RCP ---</td>
<td>Professional Respiratory Care Coursework</td>
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**Requisites**

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<th>Course Code</th>
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<td>HCA 465</td>
<td>Survey of US Healthcare Systems</td>
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</tr>
<tr>
<td>SSC 325</td>
<td>Applied Analysis of Research</td>
<td>3</td>
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<tr>
<td>COM 430</td>
<td>Professional Communication</td>
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</table>

**Respiratory Care Health Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>RCP 320</td>
<td>Health Education</td>
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<tr>
<td>RCP 363</td>
<td>Wellness Coaching for the Healthcare Professional</td>
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</tr>
<tr>
<td>RCP 371</td>
<td>Wellness Assessment &amp; Design in Healthcare</td>
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</tr>
<tr>
<td>RCP 383</td>
<td>Wellness Implementation &amp; Evaluation</td>
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</tr>
<tr>
<td>RCP 425</td>
<td>Educational Strategies for the Asthma Patient</td>
<td>3</td>
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</table>
Women’s Medical Imaging, BS

Overview
The field of medical imaging has rapidly advanced over the years. With new and advanced imaging tools available today, the role of the imaging professional and the needs of the patient have grown dramatically. Nebraska Methodist College has designed a program for the medical imaging professional who wishes to specialize in the care of women. Graduates will be skilled in serving patients with unique psycho/social needs, including coping with fetal loss, breast cancer, infertility, and the complexities of high risk obstetrics.

Program Information

- Multiple points of entry
- Degree completion for associate degree graduates – those who are ARDMS or RT registered and looking to pursue their bachelor degree
- No previous coursework required; students can apply directly out of high school
- Courses delivered in a hybrid format: on campus and online
- Transfer students who are ARDMS registered will receive credit for prior learning based on specific credentials

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.7
- High school record, if applicable
- College record, if applicable
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within two years of high school graduation
- Math and science courses strongly recommended
- Fulfillment of program technical standards
- Hospital/clinical observation in a sonography department is strongly recommended
- Non-Nebraska Residents meet State Authorization requirements

Admissions Qualification Criteria for BS: WMI Degree Completion

- Students who have earned an associate degree, diploma or certificate in diagnostic medical sonography from a CAAHEP-accredited institution and hold current ARDMS certifications in Abdomen and OB/GYN
- Students who have graduated from an ARRT-recognized education program and hold a current RT(US) certification. A list of ARRT-recognized programs can be found at https://www.arrt.org/Education/Educational-Programs/Sonography
- Students who have an associate degree, diploma or certificate from a JRCERT-accredited institution and hold current ARDMS certifications in Abdomen and OB/GYN
Transfer students who are ARDMS registered will receive credit for prior learning based on specific credentials. See details in the Credit for Prior Learning section of the catalog.

## Courses

This program requires a minimum of 124 credits. Included within this list is the [Educated Citizen Core Curriculum](#). All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

The required curriculum includes:

### Educated Citizen Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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</tr>
<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 213</td>
<td>Principles and Practice of Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 255-259</td>
<td>World of Ideas: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>HUM ___*</td>
<td>World of Ideas: Humanities Elective</td>
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<tr>
<td>HUM ___*</td>
<td>World of Ideas: Humanities Elective</td>
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</tr>
<tr>
<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
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<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
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<tr>
<td>SSC 101/215</td>
<td>Introduction to Psychology or Lifespan Psychology</td>
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<td>SSC 235</td>
<td>The Sociology of Culture</td>
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</tr>
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<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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### DMS AS Degree Requirements

<table>
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<tr>
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<tr>
<td>SCI 105</td>
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<td>SCI 110</td>
<td>Introduction to Physics</td>
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<td>SCI 116</td>
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### DMS Professional Courses

<table>
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<tr>
<th>Course Code</th>
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<tr>
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<td>Professional Communication</td>
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</tr>
<tr>
<td>DMS 352</td>
<td>Vascular Imaging</td>
<td>3</td>
</tr>
<tr>
<td>HCA 465</td>
<td>Survey of US Healthcare Systems</td>
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</tr>
<tr>
<td>SSC 325</td>
<td>Applied Analysis of Research</td>
<td>3</td>
</tr>
<tr>
<td>WMI 326</td>
<td>Bereavement and Loss for the Women’s Health Professional</td>
<td>3</td>
</tr>
<tr>
<td>WMI 345</td>
<td>Advanced Breast Imaging</td>
<td>3</td>
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<tr>
<td>WMI 415</td>
<td>Reproductive Genetics</td>
<td>3</td>
</tr>
<tr>
<td>WMI 423</td>
<td>Topics in Infant, Adolescent and Women’s Health</td>
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Choose three credits from the following list of electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>DMS 311</td>
<td>Fetal Echocardiography</td>
<td>3</td>
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</tbody>
</table>
DMS 315  Neurosonography  3
DMS 320  Pediatric Sonography  3

Total Credits: 12

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.

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**Computed Tomography Certificate**

**Overview**
The field of diagnostic medical imaging has rapidly advanced through history. With new and advanced imaging tools available today, the role of radiologic technologists has expanded, along with career opportunities. Students will learn the physics and instrumentation of computed tomography, clinical procedures & protocols, and cross-sectional anatomy & pathology needed to become a successful CT Technologist.

**Admissions**
In addition to satisfying NMC requirements for admission, applicants must possess the ARRT (R) credential and be in compliance with all ARRT requirements or be a current student enrolled in the second year of an accredited two-year radiography program.

**Courses**
The certificate in Computed Tomography requires a minimum of 12 credits, which must include the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 315</td>
<td>Advanced Cross-Sectional Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>ISC 320</td>
<td>Advanced Cross-Sectional Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td>ISC 342</td>
<td>Application and Instrumentation in CT</td>
<td>3</td>
</tr>
<tr>
<td>ISC 347</td>
<td>Imaging Procedures in CT</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Magnetic Resonance Imaging Certificate**

**Overview**
MRI is a sophisticated diagnostic imaging modality that captures cross sectional images of the patient. MRI is most commonly used to evaluate many types of disease processes, injuries, and functions of the brain. The MRI technologist is an integral member of the healthcare team who is proficient in performing cross sectional images using sophisticated diagnostic imaging equipment. This healthcare professional works closely with patients, fellow technologists, and many other members of the healthcare team.

**Admissions**
In addition to satisfying NMC requirements for admission, applicants must possess the ARRT (R) credential and be in compliance with all ARRT requirements or be a current student enrolled in the second year of an accredited two-year radiography program.

**Courses**
The certificate in Magnetic Resonance Imaging requires a minimum of 12 credits, which must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 315</td>
<td>Advanced Cross-Sectional Anatomy I</td>
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</tr>
<tr>
<td>ISC 320</td>
<td>Advanced Cross-Sectional Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td>ISC 325</td>
<td>Introduction to Magnetic Resonance Imaging</td>
<td>3</td>
</tr>
</tbody>
</table>
Minor in Healthcare Sign Language

Overview
The Healthcare Sign Language minor is designed for bachelor degree-seeking healthcare students at Nebraska Methodist College. The six-course, 18 credit hour, curriculum focuses on providing students with the practical communication skills necessary for healthcare professionals working with deaf and hard-of-hearing populations. Current students should contact their advisor if they wish to declare this minor.

Courses
This minor requires 18 credits and must include the following courses:

- **COM 262***: American Sign Language Basic Skills 3
- **COM 267**: American Sign Language Vocabulary 3
- **COM 272**: ASL Advanced Vocabulary 3
- **COM 362**: American Sign Language Linguistics 3
- **COM 367**: ASL Deaf Culture 3
- **COM 372**: Strategies of Communication & Ethics in Healthcare 3

*Prerequisite is COM 245.

Minor in Healthcare Spanish

Overview
The minor in Healthcare Spanish is designed for bachelor degree-seeking healthcare students at Nebraska Methodist College. The six-course, 18 credit hour, curriculum focuses on providing students with the practical communication skills necessary for healthcare professionals working with Latino populations, as well as a basic understanding of Spanish-speaking cultures in the U.S. Current students should contact their advisor if they wish to declare this minor.

Courses
This minor requires 18 credits and must include the following courses:

- **COM 260***: Intermediate Healthcare Spanish I 3
- **COM 265**: Intermediate Healthcare Spanish II 3
- **COM 270**: Healthcare Spanish Synthesis 3
- **COM 360**: Advanced Healthcare Spanish I 3
- **COM 365**: Advanced Healthcare Spanish II 3
- **COM 370**: Healthcare Spanish Community Engagement 3

*Prerequisite is COM 230.
Academic Program Administration & Leadership, MS

Overview
Higher education is changing. Teaching advancements, shifting student demographics, assessment needs, and accreditation requirements are a few of the issues faced by an academic leader. This 16-month online program is designed for busy professionals who have a passion for their discipline and wish to advance their career. Individuals who are in (or aspire to) an administrative position in healthcare education (clinical coordinator, program director, dean, senior administrator) will find this program beneficial to their professional advancement and personal growth.

Students will explore excellence in leadership, trends in higher education, and the complexities of being an administrator. The curriculum provides the knowledge and skills needed to work as an educator and academic administrator in many different settings such as a college or university, hospital, or community agency.

Program Information
- 5-week online courses; 16-month program
- Designed specifically for working professionals
- Practical and applicable curriculum focused on the unique nature of healthcare education and the need to manage clinical resources, maintain compliance with agency requirements, program accreditation standards, higher education accreditation, and disciplinary practice standards
- Opportunities to meet, learn from, and network with leaders and professionals from around the country
- Group learning with professionals from different healthcare disciplines
- Develop a professional portfolio that provides evidence of personal and professional growth

Admissions
Students interested in the academic program administration & leadership masters degree may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Academic Program Administration & Leadership Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Bachelor degree (or higher) from an accredited university or college - does not have to be in healthcare
- Bachelor degree GPA of 2.5 or above
- Non-Nebraska Residents meet State Authorization requirements

Courses
All students in this academic program administration & leadership masters degree are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL 501</td>
<td>Educational Theories and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>APL 505</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>APL 510</td>
<td>Leadership Theories and Application</td>
<td>3</td>
</tr>
<tr>
<td>APL 515</td>
<td>Design and Development of Curricular Programs</td>
<td>3</td>
</tr>
<tr>
<td>APL 520</td>
<td>Outcomes Assessment</td>
<td>3</td>
</tr>
<tr>
<td>APL 525</td>
<td>Issues and Trends in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>APL 550</td>
<td>External Funding and Grant Writing</td>
<td>1</td>
</tr>
</tbody>
</table>
Overview
Now more than ever employers recognize the benefits that workplace wellness brings to their employees and their bottom line - which means there is a high demand for experts in health promotion management.

Our program integrates the art of wellness with the science of business change management. Graduates are prepared to be leaders and managers with the advanced financial, organizational, management and communication skills needed to assess, institute and improve organizational wellness.

NMC students who earn a degree in health promotion management learn how to assess wellness situations in any environment. They can implement programs and demonstrate to management measurable and beneficial changes in employee wellness to have a direct impact on an organization's bottom line.

Program Information

- The Health Promotion Management master's degree is offered in a flexible online format that can be completed in 16 months.
- Taught by faculty members with considerable experience in their fields, the program requires 33 credit hours for completion.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of day and from anywhere with Internet access.
- This format is designed as a win-win: advance your educational goals while balancing your personal and professional responsibilities.

Admissions
Students interested in a health promotion masters degree may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Health Promotion Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Bachelor degree (or higher) from an accredited university or college - does not have to be in healthcare
- Bachelor degree GPA of 2.5 or above
- Non-Nebraska Residents meet State Authorization requirements

Courses
All students in this health promotion masters degree are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPM 505</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>HPM 508</td>
<td>Theories and Principles of Health Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 33
Wellness & Health Promotion, Certificate

Overview
Our graduate certificate in wellness and health promotion will prepare you to lead wellness efforts in your workplace. Our curriculum is taught by industry experts, and you can complete the certificate in less than six months. This online certificate program will provide you with the knowledge to design, implement and evaluate wellness programs for small businesses or large corporations. And we offer a flexible online format to accommodate your personal and professional needs.

This graduate certificate requires nine credits and includes the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPM 508</td>
<td>Theories and Principles of Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPM 518</td>
<td>Organizational Diagnosis and Needs Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HPM 528</td>
<td>Program Design and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Healthcare Operations Management, MS

Overview
Be in charge of change. As the healthcare industry undergoes a dramatic evolution, so will the jobs of those who oversee healthcare operations and management. Managers are being asked to improve and guide the productivity and efficiency of operations in their organizations. With an online Master of Science degree in Healthcare Operations Management from NMC, you’ll be ready to deftly handle the challenges.

The master’s degree in healthcare operations management at NMC is unlike other healthcare administration degrees. This program not only gives you a foundation for management and leadership, it also provides an application-based curriculum so you’ll be able to skillfully manage the integration of people, processes and systems in any healthcare environment.

Program Information

- Taught by industry leaders
- Features a unique delivery method - all courses will be taught in 1-credit, 4-week modules
- Students have the flexibility to choose how many courses to take at a time and how quickly to complete his or her degree
- Completion of the masters degree requires a total of 32 credit hours
Admissions

Prospective students in this *online healthcare management degree* may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

**Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Bachelor degree (or higher) from an accredited university or college - does not have to be in healthcare
- Bachelor degree GPA of 2.5 or above
- Non-Nebraska Residents meet State Authorization requirements

Courses

Courses will focus on a specific topic and are broken into nine different program areas. By limiting to 1-credit, the course will require work but will not be incredibly time intensive over a four-week period. A student must take a certain number of courses within each program theme to complete the degree.

**Curriculum**

**Leadership and Management – at least 3 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 501</td>
<td>Change Management</td>
<td>1</td>
</tr>
<tr>
<td>HOM 502</td>
<td>Individual and Team Creativity</td>
<td>1</td>
</tr>
<tr>
<td>HOM 503*</td>
<td>Managing Team and Group Dynamics</td>
<td>1</td>
</tr>
<tr>
<td>HOM 504</td>
<td>Organizational Learning through Mentoring/Mentorship</td>
<td>1</td>
</tr>
<tr>
<td>HOM 505</td>
<td>Leadership Development: Defining &amp; Assessing Your Leadership Style</td>
<td>1</td>
</tr>
</tbody>
</table>

**Strategic Orienteering – at least 1 credit**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 510</td>
<td>Strategic Planning</td>
<td>1</td>
</tr>
<tr>
<td>HOM 511</td>
<td>Project Selection</td>
<td>1</td>
</tr>
<tr>
<td>HOM 512</td>
<td>Project Leadership</td>
<td>1</td>
</tr>
<tr>
<td>HOM 513</td>
<td>Strategy Integration Assessment</td>
<td>1</td>
</tr>
<tr>
<td>HOM 514</td>
<td>Strategy Deployment</td>
<td>1</td>
</tr>
<tr>
<td>HOM 515</td>
<td>Healthcare Marketing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Human Resource Management – at least 1 credit**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 520</td>
<td>Talent Identification and Hiring</td>
<td>1</td>
</tr>
<tr>
<td>HOM 521</td>
<td>Employee Development and Performance Review</td>
<td>1</td>
</tr>
<tr>
<td>HOM 522</td>
<td>Succession Planning</td>
<td>1</td>
</tr>
<tr>
<td>HOM 523</td>
<td>Cultural Competency in Healthcare Operations</td>
<td>1</td>
</tr>
</tbody>
</table>

**Financial Management – at least 2 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 530*</td>
<td>Healthcare Economics</td>
<td>1</td>
</tr>
<tr>
<td>HOM 531</td>
<td>Billing and Coding</td>
<td>1</td>
</tr>
<tr>
<td>HOM 532</td>
<td>Healthcare Finance</td>
<td>1</td>
</tr>
<tr>
<td>HOM 533</td>
<td>Revenue Cycle Management</td>
<td>1</td>
</tr>
</tbody>
</table>
## Systems Thinking and Risk Intelligence – at least 3 credits
- HOM 540 Root Cause Analysis 1
- HOM 541 Six Sigma for Healthcare 1
- HOM 542* Lean Strategies and Tools 1
- HOM 543 Risk Mitigation 1
- HOM 544 Benchmarking and the Balanced Scorecard 1
- HOM 545 Emergency Management Planning 1
- HOM 546 Human Factors in Ergonomics 1

## Healthcare Analytics – at least 2 credits
- HOM 550* Turning Data Into Information 1
- HOM 551 Data Collection Strategies 1
- HOM 552 Spreadsheet Simulation 1
- HOM 553 Capacity and Staff Planning 1

## Healthcare Operations – at least 3 credits
- HOM 560* Healthcare Industry Issues and Trends 1
- HOM 561 Healthcare Regulatory Issues 1
- HOM 562 Resource Utilization 1
- HOM 563 Vendor Management 1
- HOM 564 Clinical Quality 1
- HOM 565 Healthcare Ethics 1
- HOM 566 Healthcare Ethics II 1

## Effective Communication – at least 2 credits
- HOM 570* Professional Writing 1
- HOM 571 Communication Strategies 1
- HOM 572 Negotiation Strategies 1
- HOM 573 Critical Thinking and Problem Solving 1

## Health Informatics – at least 1 credit
- HOM 580 Medical Informatics: Privacy & Security of Health Information 1
- HOM 581 Healthcare Information Systems 1
- HOM 582 Research for Information Synthesis 1

## Capstone
- HOM 590* Capstone I 1
- HOM 591* Capstone II 1

*Required courses

Total Credits: 32
Healthcare Operations Management, Post-Master’s Certificate

Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Bachelor degree from an accredited institution with a cumulative GPA of 2.5 or above
- Completed Master’s degree from a regionally-accredited institution
- Non-Nebraska Residents meet State Authorization requirements

The post-master’s certificate in Healthcare Operations Management requires a minimum of 10 credits. At least one credit is required from the following program themes:

- Leadership and Management
- Strategic Orienteering
- Healthcare Analytics
- Systems Thinking and Risk Intelligence
- Healthcare Operations

Other credits may come from other program themes:

- Human Resource Management
- Financial Management
- Effective Communication
- Health Informatics

Medical Assistant, Certificate

Overview
If you are a people person interested in the field of healthcare, our medical assistant program might be the right choice for you. NMC’s Medical Assistant program is designed to give you the knowledge, skills and training you’ll need to do well in a variety of healthcare settings.

Medical Assistants work in doctor offices and clinics, hospitals and outpatient facilities as well as nursing and residential care facilities.

Their responsibilities can range from providing administrative support, scheduling appointments, managing correspondence and bookkeeping to taking patient medical histories, providing patient education and preparing specimens and exam rooms.

Program Information

- This is a 12-month certificate program.
- Students who successfully complete program requirements will be awarded a certificate in Medical Assistant.
- Students will gain experience in a fully-equipped laboratory to simulate the clinic sites prior to entering the clinical setting where they will receive 300 hours of hands-on clinical experience.
- Graduates are required to take the AAMA exam for professional certification prior to graduation and are able to transfer their clock hours for block credit, should they decide to continue their education in the Healthcare Administration degree completion program.
- The program includes a total of 930 clock hours.

Gainful Employment Disclosure
As of July 1, 2011, the US Department of Education requires colleges to disclose certain information for each financial aid eligible program that “prepares students for gainful employment in a recognized occupation”. The information provided below is for our most recently completed academic year – 2013-2014. We hope you find this information helpful in furthering your knowledge of NMC’s program so you can make an informed decision about your educational and career plans.

**Nebraska Methodist College of Nursing & Allied Health**

**Medical Assistant**

Program Level - Undergraduate certificate
Program Length - 12 months

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**COST**

Q. How much will this program cost me?*

A. Tuition and fees: $13,810
Books and supplies: $0
On-campus room & board: $7,806

What other costs are there for this program?  
For further program cost information, visit http://www.methodistcollege.edu/admissions/tuition-and-fees/tuition-by-program-and-degrees

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

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**SUCCESS**

Q. How long will it take me to complete this program?

A. The program is designed to take 12 months to complete. Of those that completed the program in 2013-2014, 100% finished in 12 months.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program is 100%. For further information about this job placement rate, ²

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**FINANCING**

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: $8,985  
Private education loans: $0  
Institutional financing plan: $0

The school has elected to provide the following additional information: 100% of program graduates used loans to help finance their costs for this program.

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1 For additional information related to this program and/or the information provided above. ³  

Date Created: 2/12/2015

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Prospective medical assistant students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.0
- High school diploma or GED equivalent
- Demonstration of success in science and math courses, from high school or college
- Demonstration of good physical health
- Demonstration of good written and verbal communication skills
- College courses for transfer must be earned at a regionally accredited college and must be completed with a C- grade or above
- Fulfillment of program technical standards

Courses

Curriculum
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>CMA 100</td>
<td>Medical Terminology</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CMA 110</td>
<td>Structure and Function of the Human Body</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>CMA 160</td>
<td>Written Communication</td>
<td>30</td>
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<tr>
<td></td>
<td>CMA 175</td>
<td>Principles of Lifespan Development</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CMA 120</td>
<td>Fundamentals I: Intro to Medical Assisting</td>
<td>30</td>
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<tr>
<td></td>
<td>CMA 155</td>
<td>Applied Math Concepts</td>
<td>20</td>
</tr>
<tr>
<td>Term II</td>
<td>CMA 205</td>
<td>Human Diseases and Disorders</td>
<td>60</td>
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<tr>
<td></td>
<td>CMA 225</td>
<td>Fundamentals II: Clinical Skills/Procedures</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>CMA 230</td>
<td>Administrative Procedures for the MA I</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>CMA 250</td>
<td>Essentials of Pharmacology I</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>CMA 263</td>
<td>Personal Interactive Skills for the Medical Office Professional</td>
<td>30</td>
</tr>
<tr>
<td>Term III</td>
<td>CMA 328</td>
<td>Fundamentals of Medical Assisting III</td>
<td>40</td>
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<tr>
<td></td>
<td>CMA 335</td>
<td>Administrative Procedures for the MA II</td>
<td>30</td>
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<tr>
<td></td>
<td>CMA 340</td>
<td>Med-Lab Techniques for the MA II</td>
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<tr>
<td></td>
<td>CMA 353</td>
<td>Essentials of Pharmacology II</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>CMA 365</td>
<td>Applied Medical Ethics and Law for the MA</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CMA 370</td>
<td>Insurance and Coding for the Medical Office</td>
<td>20</td>
</tr>
<tr>
<td>Term IV</td>
<td>CMA 400</td>
<td>Clinical Externship</td>
<td>300</td>
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<tr>
<td></td>
<td>CMA 430</td>
<td>Medical Assisting Seminar</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total Clock Hours:** 930
Courses

ACADEMIC PROGRAM ADMINISTRATION & LEADERSHIP

APL 501 EDUCATIONAL THEORIES AND METHODOLOGY
This course is designed to introduce educational practitioners to the fields of educational research and evaluation. Examination of quantitative and qualitative methods for designing and conducting research and evaluation for a research project will be covered. Additional evaluation of measurement, assessment, common statistical techniques, and methods for critiquing research will also be examined. Exploration of institutional review board (IRB) and other external regulatory processes will be conducted in relation to educational research.

- Credits: 3.0

APL 505 RESEARCH METHODS
This course analyzes teaching strategies and modalities relevant to classroom, online, and clinical teaching in healthcare education. Fundamental concepts and principles in educational and psychological measurement of learning are explored. Learning theory that emphasizes andragogy and its related concepts such as transformational learning, reflective learning and self-directed learning are included. Students will examine the strengths, weaknesses, and appropriate applications of a variety of approaches to different adult education environments.

- Credits: 3.0

APL 510 LEADERSHIP THEORIES AND APPLICATION
This course explores the leadership skills required for academic leaders to effectively deal with varied individuals and circumstances. Students will engage in guided reflection. Students will be able to establish greater knowledge of self through the practice of reflective thinking. Students will identify leaders and leadership situations that model various theories and styles.

- Credits: 3.0

APL 515 DESIGN AND DEVELOPMENT OF CURRICULAR PROGRAMS
This course focuses on curriculum/program development for healthcare education with interdisciplinary consideration. The purposes, functions, design, and implementation of curriculum/program development are examined. Students will be expected to apply previous classroom/experiential learning and research to the exploration of various basic curricula/program designs. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed.

- Credits: 3.0

APL 520 OUTCOMES ASSESSMENT
This course focuses on the models and tools necessary to assess student learning outcomes (SLO). In addition, an exploration of how to incorporate SLO data with program effectiveness assessment data in the creation of a program systematic evaluation plans (SEP). By examining the elements of effective learner, assessment within an education program and the clinical setting will provide a foundation for making necessary adjustments in curriculum. Fundamental principles of assessment are discussed as well as various authentic assessment methods.

- Credits: 3.0

APL 525 ISSUES AND TRENDS IN HIGHER EDUCATION
This course examines a brief history of higher education as a means to place contemporary issues and trends in a broader context. Topics will include trends related to curriculum, students, faculty and governance. This course will require students to engage in debates on the current state of education both in the United States and in a broader global community.

- **Credits:** 3.0

**APL 550 EXTERNAL FUNDING AND GRANT WRITING**

This course explores the skills required for academic leaders to effectively seek, write, and obtain external funding and grants. Students will engage in the grant writing process. Students will gain knowledge of sources of external funding and the most effective strategies for obtaining funding.

- **Credits:** 1.0

**APL 555 INSTRUCTIONAL DESIGN TECHNIQUES**

This course provides introductory experiences and studies in creating and presenting instructional materials for training and development purposes. Topics include basic analysis, design, content writing, development guidelines and successful implementation of technology integration into course content. The course stresses the advantages, limitations, issues, and utilizations of technologies as applied to education and training including copyright and fair use laws as it relates to higher education.

- **Credits:** 2.0

**APL 560 ACADEMIC ADMINISTRATION**

This course provides a critical study of organizational procedures and administrative practices as related to the implementation and maintenance of an effective education program. Students will develop strategies for successfully managing an academic program, department or division by evaluating effective program policies. Compare and contrast the requirements of national, regional, programmatic and government regulatory agencies critical in academic leadership (regional and program accreditation, DOE, and federal financial aid regulations). In addition, topics unique to academic administration such as academic governance and faculty management (e.g., teaching loads, scheduling, rank and promotion) are addressed.

- **Credits:** 3.0

**APL 565 HUMAN RESOURCES MANAGEMENT FOR HIGHER EDUCATION**

This course examines the unique demands of managing human resources in higher education. Through the effective utilization of faculty and staff, academic leaders are able to effectively manage faculty recruitment and hiring; implement evaluation procedures, and faculty development and training programs. Additional topics include labor relations, collective bargaining, and labor laws.

- **Credits:** 3.0

**APL 570 ACADEMIC BUDGETING AND FINANCIAL MANAGEMENT**

This course introduces an overview of the financial principles to successfully plan and manage program/department budgets and expenses. Specific topics will include basic accounting; budgeting/resource allocation including budgeting practices, financial management which includes program revenue streams and expenses, as well as cost/benefit analysis, and strategy development/strategic planning.

- **Credits:** 3.0

**APL 580 CAPSTONE PROJECT**

This course will include the creation of a formal proposal that must be prepared, submitted, and approved by the faculty, the Program Director and the institution involved in the research. The student will be required to synthesize learning and experiences into a capstone project. During the course of the project, a student will demonstrate that they can successfully apply theoretical knowledge and skills
learned throughout the Program. All projects will be designed collaboratively between students and faculty to round out the Student’s integrative experience in the Program.

- **Credits:** 3.0

**AIR FORCE ROTC**

**AER 101 LEADERSHIP LABORATORY**

AER 101 Leadership Laboratory (LLAB) courses include a study of Air Force customs and courtesies, drill and ceremonies, and military command. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and oral communications. LLABs also include interview, guidance and information that will increase the understanding, motivation, and performance of other cadets. *Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 0.0

**AER 131 FOUNDATIONS OF USAF I**

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officer and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. *Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 1.0

**AER 132 FOUNDATIONS OF USAF II**

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officer and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. *Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 1.0

**AER 231 THE EVOLUTION OF USAF AIR & SPACE POWER I**

A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. *Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 1.0

**AER 232 THE EVOLUTION OF USAF AIR & SPACE POWER II**
A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.  

*Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 1.0

**AER 311 AIR FORCE LEADERSHIP STUDIES I**

The study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.  

*Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 3.0

**AER 312 AIR FORCE LEADERSHIP STUDIES II**

The study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.  

*Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 3.0

**AER 411 NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY I**

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.  

*Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 3.0

**AER 412 NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY II**

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.  

*Note: This course is offered in partnership with the University of Nebraska-Omaha.*

- **Credits:** 3.0
CERTIFIED MEDICAL ASSISTANT

CMA 100 MEDICAL TERMINOLOGY

Transfer credit accepted: 3 cr Medical Terminology

This course introduces the student to the prefixes, suffixes, combining forms, and root words of medical language used in the health care professions. Emphasis is placed on analyzing, defining, and pronunciation of medical terminology. The course is supplemented with a series of fourteen unique audio-visual presentations using audionyms associated with each word part to aid in the student’s learning.

- Credits: 20 clock hours
- Prerequisites: Enrollment in CMA program.

CMA 110 STRUCTURE & FUNCTION OF THE HUMAN BODY

Transfer credit accepted: 5 cr College Human Anatomy/Physiology

This course includes the basic study of human anatomy and physiology by examining cell function, tissues, the skeletal, muscular, and nervous systems, and the structure and function of the digestive, urinary, circulatory, respiratory, lymphatic, endocrine, and reproductive structures.

- Credits: 80 clock hours
- Prerequisites: Enrollment in CMA program.

CMA 120 FUNDAMENTALS OF MEDICAL ASSISTING I

No transfer credit accepted

This course introduces the student to the theory and practical components of clinical medical assisting. Included are discussions and applications of standard precautions, OSHA regulations, the chain of infection, microorganisms, aseptic technique, sanitation, and sterilization. Patient assessment, proper documentation, and the taking and recording of vital signs and patient histories will be emphasized.

- Credits: 30 clock hours
- Prerequisites: Enrollment in CMA program.

CMA 155 APPLIED MATH CONCEPTS

No transfer credit accepted. May be challenged by a passing grade on the math competency examination administered at the time of the first class.

This course includes a basic math review that includes fractions, decimals, Roman numerals, ratio and proportions, and measurement systems utilized in health care.

- Credits: 20 clock hours
- Prerequisites: Enrollment in CMA program

CMA 160 WRITTEN COMMUNICATION

Transfer credit accepted: 3 cr English Composition

This course is designed to help students develop confidence in reading, critical thinking, and writing at the certificate level. A variety of
reading and writing assignments as well as intensive practice, discussion, and collaborative writing techniques in class help students to improve basic writing skills

- **Credits**: 30 clock hours
- **Prerequisites**: Enrollment in CMA program.

**CMA 175 PRINCIPLES OF LIFESPAN DEVELOPMENT**

Transfer credit accepted: 3 cr Lifespan Psychology

This course introduces concepts related to the ongoing developmental process of the human lifespan including physical, psychosocial, cognitive, and personality development.

- **Credits**: 20 clock hours
- **Prerequisites**: Enrollment in CMA program.

**CMA 177 MEDICAL ASSISTANT BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits**: 20 - 80 clock hours

**CMA 205 HUMAN DISEASES & DISORDERS**

No transfer credit accepted

This course introduces students to the most common diseases and disorders in the ambulatory care setting. Diagnoses, symptoms, treatments, and pharmaceuticals for these diseases and disorders will also be introduced. Material in this course is discussed as it pertains to different body systems and age groups.

- **Credits**: 60 clock hours
- **Prerequisites**: All Term I courses

**CMA 225 FUNDAMENTALS OF MEDICAL ASSISTING II: CLINICAL SKILLS/PROCEDURES**

No transfer credit accepted

This course is a continuation of CMA 120. It includes discussions and applications involving the preparation of the patient for routine and specialty examinations and procedures, and the assisting of the physician in these routine and specialty exams. The course will cover the specialties of Ophthalmology and Otolaryngology, Dermatology, Orthopedic, Endocrinology, Pulmonology, Neurology, Geriatrics, and Cardiology including performing ECG’s.

- **Credits**: 40 clock hours
- **Prerequisites**: All Term I courses.

**CMA 230 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT I**

No transfer credit accepted

This course introduces students to the administrative skills and functions needed by a medical assistant in the medical office setting.
Organizational and communication skills are incorporated into patient information gathering, medical records management, patient scheduling, and acting in the receptionist roles as students learn and demonstrate competency in these “front office” skills. Local and National organizations for medical assistants are also emphasized. Confidentiality is stressed.

- **Credits:** 40 clock hours
- **Prerequisites:** All Term I courses

**CMA 250 ESSENTIALS OF PHARMACOLOGY I**

No transfer credit accepted

This course provides students with the knowledge and practical experience to demonstrate competence in medication administration techniques including intramuscular, subcutaneous, intradermal, oral, rectal, topical, and sublingual. The Z-Track route is also discussed. Medication calculations, terminology, and abbreviations are utilized. Students also focus on proper documentation of medication administration.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I courses.

**CMA 263 PERSONAL INTERACTIVE SKILLS FOR THE MEDICAL OFFICE PROFESSIONAL**

No transfer credit accepted

This course focuses on professionalism issues in pt. and coworker communication and behaviors. It provides an introduction to verbal and non-verbal techniques necessary for effective communication. Topics include conflict resolution, personal boundaries, elements of professional communication and barriers to effective communication.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I courses.

**CMA 277 MEDICAL ASSISTANT BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 20 - 80 clock hours

**CMA 328 FUNDAMENTALS OF MEDICAL ASSISTING III**

No transfer credit accepted.

This course is a continuation of CMA 120 and CMA 225. Students discuss and apply the preparation of patients for routine and specialty exams and the techniques needed to assist the physician with these exams and procedures. This course includes the preparation for assisting with minor surgeries and other sterile procedures. The specialty areas covered in this course include diagnostic imaging, gastroenterology, urology and male reproduction, obstetrics and gynecology, pediatrics, and office surgical care.

- **Credits:** 40 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 335 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT II**
This course is a continuation of CMA 230. Content in this class includes bookkeeping, banking related to office management, billing, personnel and office management, and transcription. Continuation of computerized medical office practice focuses on billing and bookkeeping. An understanding of the uses and functions of office policy and procedure manuals and the revision process of these policies is included.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 340 MEDICAL LABORATORY TECHNIQUES FOR THE MEDICAL OFFICE**

This course introduces the student to basic laboratory skills emphasizing waived tests normally performed in a medical office lab. Emphasis is placed on point-of-care testing and quality control processes related to POCT. The course will cover proper specimen collection, handling, processing, and performance of tests on laboratory specimens. Specimen collection includes venipuncture and capillary draws. All procedures conform to CLIA’88, OSHA, and CLSI standards.

- **Credits:** 60 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 353 ESSENTIALS OF PHARMACOLOGY II**

This course is a continuation of CMA 250. This course provides the student with the basic concepts of drug classifications, drug actions and indications. Drug dosage of frequently prescribed drugs, along with their contraindications and precautions for use are included. Medication and immunization documentation will be preformed. An overview of the principles of IV medication administration and technique will also be discussed. Students will also demonstrate a maintained competency in giving injections as completed in Essentials of Pharmacology I.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 365 APPLIED ETHICS & LAW FOR THE MEDICAL ASSISTANT**

This course introduces students to legal and ethical concepts related to healthcare, especially within the medical office. In addition, behavior as guided by professional scope of practice, codes of ethics and standards of care is addressed.

- **Credits:** 20 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 370 INSURANCE & MEDICAL CODING FOR THE MEDICAL OFFICE**

This course provides education in coding systems, including ICD-9 and CPT, and third-party billing utilized in physician's offices for billing. An overview of the types of insurance providers and their impact on reimbursement will also be included. Special attention is given to claims processing issues.

- **Credits:** 20 clock hours
- **Prerequisites:** All Term I and Term II courses.
CMA 400 CLINICAL EXTERNSHIP

No transfer credit accepted.

This externship provides the student with the practical opportunity to develop as a professional and gain proficiency in the clinical and administrative skills included in the entry-level Medical Assistant role. The students will apply the practical and theoretical knowledge learned in the last three (3) Terms to the live clinical setting.

- **Credits:** 300 clock hours
- **Prerequisites:** All Term I, Term II, and Term III courses. In addition, a student must be listed on the Nebraska Medication Aid Registry before starting CMA 400.

CMA 430 MEDICAL ASSISTING SEMINAR

This course covers topics used to help entry-level MA’s pass the national Certification Exam, gain employment and adjust to the professional work environment. It is a hybrid course completed partially online and partially in classroom activities.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I, Term II, and Term III courses.

COMMUNICATIONS

*Subject to curricular approval*

COM 025 READING COMPREHENSION

The focus of this course is on academic reading skills. Literal comprehension, vocabulary development and critical reading skills are presented in an academic context. COM 025 is to be taken in the first semester.

- **Credits:** 1.0

COM 045 COLLEGE SUCCESS STRATEGIES

This course is for students in the Bridge to Healthcare Program. It covers topics that are essential for success in college, both in and outside of the classroom. The course will use resources from several sources, including "OnCourse," "First in the Family," "SOAR" method, and "PERSIST."

- **Credits:** 0.0

COM 101 ENGLISH COMPOSITION

This course provides instruction and practice in writing, with emphasis on the recursive processes of generating, drafting, revising and editing. Students develop skills in producing and evaluating written communications in private and public contexts.

- **Credits:** 3.0

COM 230 LANGUAGE & CULTURE IN HEALTH CARE: SPANISH

Access to healthcare is greatly affected by one’s command of language. Students in this course engage in the exploration of language and culture then apply these concepts to the healthcare environment through service-learning and community engagement. Students develop practical communication skills that enable effective cross-cultural work with health professionals and clients with backgrounds different from their own.

- **Credits:** 3.0
Access to healthcare is greatly affected by one's command of language. Students in this course engage in the exploration of language and culture then apply these concepts to the healthcare environment through service-learning and community engagement. Students develop practical communication skills that enable effective cross-cultural work with health professionals and clients with backgrounds different from their own.

- **Credits:** 3.0

**COM 252 CROSS-CULTURAL SERVICE-LEARNING IN HEALTHCARE**

This one-credit course is designed for students who transfer in at least two credits of Spanish or Sign Language. The course will build upon the student's language skills to emphasize the importance of language and culture as they relate to access to quality healthcare in the United States. Through service-learning, the student will understand barriers faced by traditionally-underserved populations in a healthcare setting.

- **Credits:** 1.0

**COM 260 INTERMEDIATE HEALTHCARE SPANISH I**

This class enhances development of Spanish language skills: comprehension, communication, and writing. It is the introduction to a higher level of the language's understanding and use of vocabulary, grammar, and writing related to healthcare professions. The course furthers students' comprehension and learning of vocabulary and grammar related to healthcare environments. The initial phase of this class is oriented to use and reinforce the basic Spanish skills learned in beginning Spanish courses. Thereafter, it is geared toward a higher level of understanding and exercise of communication abilities. The emphasis is to expand vocabulary acquisition, learning and use of new grammatical rules, and reading and writing of healthcare related materials.

- **Credits:** 3.0
- **Prerequisite:** COM 230

**COM 262 AMERICAN SIGN LANGUAGE BASIC SKILLS**

This course presents practical communication skills needed for health professionals working with Deaf clients. Everyday communication is the centerpiece of every lesson. Topics revolve around sharing information which is vital in the healthcare industry. Grammar is introduced in context, with an emphasis on developing question and answering skills which would occur between healthcare professional and patient. Students will learn conversational strategies to help maintain a conversation with Deaf patients. Students will appreciate the diversity of deaf people and their culture. Interaction activities will allow students to rehearse what they’ve learned.

- **Credits:** 3.0
- **Prerequisites:** COM 245

**COM 265 INTERMEDIATE HEALTHCARE SPANISH II**

This course is designed to provide health care students and professionals with a more advanced foundation in Spanish language acquisition: speaking, listening, reading, writing, and additional medical terminology from previous level. Intermediate Healthcare Spanish II will advance the Spanish skills proficiency of students. The competencies acquired in Intermediate Healthcare Spanish I will be developed further for working and conversing with Spanish speakers and healthcare providers.

- **Credits:** 3.0
- **Prerequisites:** COM 260

**COM 267 AMERICAN SIGN LANGUAGE VOCABULARY**

This course presents practical communication skills and conversation strategies needed for health professionals working with Deaf clients. Everyday communication is the centerpiece of every lesson; topics of study include vocabulary and detail to American Sign Language
structure and grammar. Grammar is incorporated throughout the context, with an emphasis on not only developing question and answering skills, but also in gathering and sharing the kinds of insightful information that is necessary between healthcare professionals and Deaf patients. Students will study the diversity of Deaf people and their culture.

- **Credits:** 3.0
- **Prerequisites:** COM 262

**COM 270 HEALTHCARE SPANISH SYNTHESIS**

The main objective of this course is to marry students’ conceptual knowledge of the Spanish language and culture with a practical healthcare and community setting of Spanish speaking clients to develop an experiential knowledge and appreciation of the language and culture in real day-to-day life situations. Students will engage with Spanish-speaking communities, learn about Latin-American history, and build on Spanish-speaking skills to be applied to healthcare settings.

- **Credits:** 3.0
- **Prerequisites:** COM 265

**COM 272 AMERICAN SIGN LANGUAGE ADVANCED VOCABULARY**

This course presents practical communication skills and conversation strategies needed for health professionals working with Deaf clients. The course goal is to provide students with the skills to communicate in a wider array of situations, to further develop their language fluency and to advance their level of comprehension of ASL in culturally appropriate ways. Syntax and Semantics are incorporated throughout the context, with an emphasis on not only developing question and answer skills, but also in gathering and sharing the kinds of insightful information that is necessary between healthcare professionals and Deaf patients.

- **Credits:** 3.0

**COM 290 PORTFOLIO SYNTHESIS**

This course is designed to prepare associate degree students for the required portfolio presentation they deliver in their final semester. Students will apply the reflective process to the goals of the Educated Citizen Core Curriculum in online assignments and in an in-person presentation. A complete portfolio, successful completion of the course, and successful presentation are required as the culminating assignment before graduation.

- **Credits:** 0.0

**COM 320 HEALTHCARE COLLABORATION & LEADERSHIP**

This course applies leadership and management theories to the changing environment of healthcare. Students synthesize their knowledge of such topics as emotional intelligence, assertiveness, conflict management, gender dynamics, feedback delivery and systems theory in advanced writing and speaking projects. The NMC portfolio is integrated throughout this course.

- **Credits:** 3.0
- **Prerequisites:** Determined by major

**COM 352 PORTFOLIO DEVELOPMENT & INTEGRATION**

This one-credit course is designed for students who transfer two credits for COM 320 Healthcare Collaboration and Leadership. The purpose of this course is to build upon students’ existing knowledge of leadership and management theories through focused portfolio reflections. A complete portfolio (Levels I-III) is due by the end of the course.

- **Credits:** 1.0

**COM 360 ADVANCED HEALTHCARE SPANISH I**
This course is designed to take students’ Spanish communication skills to the next level in their interactions with Spanish speaking patients and the Spanish speaking community in general. While this course emphasizes speaking and communication skills, it will continue to develop writing and grammatical skills as well.

- **Credits:** 3.0
- **Prerequisites:** COM 270

**COM 362* AMERICAN SIGN LANGUAGE LINGUISTICS**

Course under development.

- **Credits:** 3.0

**COM 365* ADVANCED HEALTHCARE SPANISH II**

The emphasis of this course is on the development of language skills and working towards fluency in communicating with patients. As an advanced course, students will be scaffolded to a higher level of communication skills. It will also incorporate insights into Latino cultures.

- **Credits:** 3.0
- **Prerequisites:** COM 230, COM 260, COM 265, COM 270, COM 360

**COM 367* AMERICAN SIGN LANGUAGE DEAF CULTURE**

Course under development.

- **Credits:** 3.0

**COM 370* HEALTHCARE SPANISH COMMUNITY ENGAGEMENT**

This is the capstone for the Healthcare Spanish Minor. It will provide a practical venue for students to utilize their Spanish language skills while working directly with Spanish-speaking patients. This course will be taught primarily online.

- **Credits:** 3.0
- **Prerequisites:** COM 230, COM 260, COM 265, COM 270, COM 360, COM 365

**COM 372* STRATEGIES OF COMMUNICATION AND ETHICS IN HEALTHCARE**

Course under development.

- **Credits:** 3.0

**COM 398 DIRECTED STUDY**

Directed study credit can be earned for professional and arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department in which a student is majoring. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- **Credits:** 1.0 - 6.0

**COM 399 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.
COM 430 PROFESSIONAL COMMUNICATION

This course focuses on the particular ways in which writers apply the writing process to genres used regularly by healthcare professionals and utilize research to enhance patient outcomes. Writing assignments will develop students' skills in writing formal correspondence, completing proposals, including effective visual components in formal documents, and completing "Research Evaluation and Utilization Reports", which include recommendations for evidence-based practice in particular settings.

• Credits: 3.0

DIAGNOSTIC MEDICAL SONOGRAPHY CORE

*Subject to curricular approval

DMS 130 INTRODUCTION TO HEALTH PROFESSIONS

This course will discuss the many health professions careers, specifically, relevant to the medical imaging department. Students will develop an understanding of the healthcare system in the United States and recognize the requirements of health professionals in today’s healthcare system, specifically sonographers. Students will be instructed in sonographer and patient safety, including ergonomics, legal, ethical and regulatory issues. Scope of practice, patient care techniques, assessment and treatment will be introduced.

• Credits: 2.0

DMS 140 APPLIED SECTIONAL ANATOMY

This course provides an introduction to the basics of cross-sectional anatomy of the head, neck, chest, abdomen and pelvic anatomy with emphasis on structures visualized in diagnostic medical sonography, computerized tomography (CT), magnetic resonance imaging (MRI), and nuclear medicine. The anatomy will be evaluated in multiple planes.

• Credits: 2.0

DMS 205 SONOGRAPHIC PHYSICS I

This course will introduce fundamental sonographic theory including terminology, equipment, basic transducer construction and function, introduction to Doppler, and adjusting system controls for image acquisition. This course will cover beginning concepts in sonographic physics including pulsed sound parameters, intensities, and interactions of sound with media, range equation, transducers, sound beams, and axial and lateral resolution.

• Credits: 3.0

DMS 205L SONOGRAPHIC PHYSICS I LAB

This lab will provide the students with hands-on experience in the use of diagnostic medical sonography equipment. Students will learn how to properly hold and manipulate the transducer, properly adjust equipment settings to create diagnostic images, identify image orientation as it relates to various scanning planes, and to properly set Doppler controls.

• Credits: 1.0

DMS 209 SONOGRAPHIC SEMINAR I

This course will facilitate the student’s entry into the field of diagnostic medical sonography and facilitate the transition from student to healthcare professional through exploration of personal and professional values as well as professional communication and thought processes. Topics include: DMS Program Portfolio, NMC's Educated Citizen concepts, personal values, leadership, respect, professionalism and cultural competence.
DMS 218 SONOGRAPHIC PHYSICS III

Building on material taught in DMS 214 and DMS 216, this course continues with the principles of pulse-echo imaging, image storage and display, image features and artifacts, quality assurance and bioeffects.

- **Credits:** 2.0
- **Prerequisites:** SCI 110, DMS 106/120, DMS 214, DMS 216

DMS 305* SONOGRAPHIC PHYSICS II

This course continues where DMS 205 leaves off. The following sonographic principles will be covered: real-time imaging, pulse echo instrumentation, displays and image processing, dynamic range, harmonics and contrast agents, hemodynamics, Doppler principles, Doppler optimization, artifacts, quality assurance and bioeffects.

- **Credits:** 3.0

DMS 307* SONOGRAPHIC SEMINAR II

Students will also be required to take the SPI examination as part of this course prior to graduation. This course will assist students in the transition from student sonographer to professional sonographer, including ARDMS registry exam preparation. Additional topics such as resume writing, interview and negotiation skills, understanding benefits and different avenues of the sonography career ladder are also discussed.

- **Credits:** 2.0

DIAGNOSTIC MEDICAL SONOGRAPHY (CARDIOVASCULAR)

*Subject to curricular approval

CVS 177 SONOGRAPHY BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

CVS 213 PRINCIPLES OF EKG

In this course, students will identify key parts of an EKG rhythm and the steps to interpreting a variety of cardiac rhythm strips.

- **Credits:** 2.0

CVS 220 ECHOCARDIOGRAPHY I

In this course, students will identify the anatomy of the heart and cardiovascular physiology. Students will learn the different echo images and how to break down measurements, color Doppler, and Doppler waveforms. During this class students will discuss normal and abnormal characteristics of cardiac valves.

- **Credits:** 3.0
CVS 220L ECHOCARDIOGRAPHY I LAB
The laboratory course will be used to enhance and reinforce material taught didactically in CVS 221. Students will learn scanning techniques in the laboratory on real-time ultrasound equipment. Correlation of theory to practice will be measured through attendance, scanning assignments and competency exams over the course of the semester. Students will learn how to perform all 2D images of an echocardiogram, color, and Doppler. By the end of the lab course, the student will be able to perform all components of a complete echocardiogram.

- Credits: 1.0

CVS 221 VASCULAR ULTRASOUND I
Students will explore the anatomy, hemodynamics, physiology and pathophysiology of the vascular system. Students will apply knowledge of disease processes. This course will focus on the sonographic appearances of various vascular examinations.

- Credits: 3.0

CVS 221L VASCULAR ULTRASOUND I LAB
This laboratory course will be used to enhance and reinforce material taught didactically in CVS 221. Students will learn scanning techniques in the laboratory on real-time ultrasound equipment. Correlation of theory to practice will be measured through scanning assignments and competency exams over the course of the semester.

- Credits: 1.0

CVS 251* DIRECTED CLINICAL EXPERIENCE
In the final semester of the program, students may have the option of performing additional clinical experience depending on their interests. Areas may include but are not limited to vascular, adult echo, pediatrics and fetal echo. This experience is not meant to be comprehensive in nature, but to provide an introduction to a more specific area of interest. Note: Students interested in completing this course should communicate a semester in advance with their advisor and/or Clinical Coordinator. A clinical affiliation agreement must be in place for the student to participate.

- Credits: 1.0-6.0

CVS 277 SONOGRAPHY BRIDGE COURSE
This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

CVS 280 CLINICAL PRACTICUM I
Students are assigned to the clinical setting to begin their hands-on experience performing sonographic procedures and practice patient care skills. The student will start to develop skills to carry out sonographic examinations and gain the ability to recognize normal and abnormal sonographic patterns. The student will work closely with their clinical preceptor, as well as other staff technologists. Students will begin to perform examinations including transthoracic echocardiography, carotid duplex, lower extremity venous and arterial duplex, upper extremity venous and arterial duplex, ankle/brachial indices and segmental arterial pressures. Correlation of theory to practice is measured through attendance, clinical logs, and evaluations.

- Credits: 4.0
CVS 285* CLINICAL PRACTICUM II
As a continuation of Clinical Practicum I, students will continue to develop their Sonography skills under supervision of their clinical preceptor. The student will more actively participate in examinations, daily lab functions and patient care. In addition, students will continue to perform examinations in cardiac and vascular Sonography, with the addition of upper extremity imaging and physiological testing. During this clinical practicum, students will be required to participate in the Mobile Diabetes Unit. Students are required to complete one rotation with the Mobile Diabetes unit this semester.

- Credits: 4.0

CVS 320 ECHOCARDIOGRAPHY II
This course is designed to explore a variety of pathologies that can be present on an echocardiogram. Students will learn and perform measurements that are needed to evaluate pathologies on a case-by-case scenario. During this course students will also learn to read echocardiogram exams and create echo reports.

- Credits: 3.0

CVS 320L ECHOCARDIOGRAPHY II LAB
The laboratory course will be used to enhance and reinforce material taught didactically in CVS 220. Students will learn scanning techniques in the laboratory on real-time ultrasound equipment. Correlation of theory to practice will be measured through attendance, scanning assignments and competency exams over the course of the semester. Students will complete all 2D images of an echocardiogram, to include color and Doppler.

- Credits: 1.0

CVS 321 VASCULAR ULTRASOUND II
This course will focus on expanding on vascular pathologies. Topics that will be covered are: abdominal evaluations, preoperative mapping, penile Dopplers, transcranial Doppler (TCD), quality assurance and other conditions. The essential components of a case presentation are introduced. Students will present cases in an open forum for discussion and evaluation. Students will also expand on the principles of evidence based practice and research methods.

- Credits: 3.0
- Prerequisites: CVS 320L, CVS 321L

CVS 321L VASCULAR ULTRASOUND II LAB
This laboratory course will be a continuation of CVS 221L Vascular Ultrasound I Lab. The student will build on the scanning techniques already learned. Upper extremity venous and arterial imaging will be introduced during this laboratory course, as well as abdominal aortic imaging. Correlation of theory to practice will be measured through attendance, scanning assignments and competency exams over the course of the semester.

- Credits: 1.0

CVS 380 CLINICAL PRACTICUM III
This course is a continuation of Clinical Practicum II, in which the students’ clinical experiences are broadened to include and perform more advanced cardiovascular imaging techniques and assessments in the clinical setting. Professional judgment, patient care and critical thinking skills are further developed through interaction with patients and health care professionals.

- Credits: 6.0

CVS 420 CLINICAL EXTERNSHIP
A clinical externship is an opportunity for a student to complete a clinical experience at a site other than the current approved program clinical affiliates. Note: Students interested in completing this course should communicate a semester in advance with their advisor and/or Clinical Coordinator. A clinical affiliation agreement must be in place for the student to participate.

- Credits: 1.0 - 6.0
- Prerequisites: Instructor permission

**DIAGNOSTIC MEDICAL SONOGRAPHY (MULTISPECIALTY)***

*Subject to curricular approval

**DMS 177 SONOGRAPHY BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

**DMS 221 ABDOMINAL ULTRASOUND I**

This course will study the clinical applications of abdominal sonography which will include positioning and scanning protocol. Anatomical structures to be covered will include: abdominal vasculature, liver, gallbladder and biliary system, pancreas, spleen, and urinary tract. Invasive procedures and small parts protocol will also be discussed. Interpretation and critique of normal anatomy with correlation of clinical, didactic and image information will be presented. Lecture will coincide appropriately with DMS 221L to facilitate a simultaneous understanding of didactic and laboratory application.

- Credits: 3.0
- Prerequisites: DMS 130, DMS 140, DMS 205, DMS 209

**DMS 221L ABDOMINAL ULTRASOUND I LAB**

This course will focus on applying ultrasound as a diagnostic tool for evaluating the abdomen and all related structures. Coursework will include techniques for proper identification and representation of the normal anatomical structures as well as demonstrations and discussion on the proper scanning techniques and positioning utilized to obtain optimum diagnostic images. Lab will coincide appropriately with DMS 221 to facilitate a simultaneous understanding of didactic and laboratory application.

- Credits: 1.0

**DMS 228 GYNECOLOGIC ULTRASOUND I**

This course is designed to explore the fundamentals of evaluating the non-gravid female pelvis as it relates to ultrasound. The primary focus of this course will be a comprehensive overview of the normal anatomy, physiology and ultrasound evaluation of the female pelvis and reproductive system.

- Credits: 1.0
- Prerequisites: DMS 130, DMS 140, DMS 205, DMS 209, SCI 206

**DMS 236 SONOGRAPHIC SEMINAR**

This course is designed to help prepare students for the ARDMS board examinations in Sonography Principles and Instrumentation (SPI), Abdomen and O/B GYN. Methods include the use of computer assisted instruction (CAIs), case review, simulated registry examinations and class discussion. Students also work with an application skill specialist on effective test-taking techniques for exams on the computer.
Students will also be required to take the SPI examination as part of this course prior to graduation in May. This course will assist students in the transition from student sonographer to professional sonographer, including ARDMS registry exam preparation. Additional topics such as resume writing, interview and negotiation skills, understanding benefits and different avenues of the sonography career ladder are also discussed.

- Credits: 2.0

**DMS 244 SONOGRAPHIC ANATOMY, PATHOLOGY, & CRITIQUE III**

Course material includes anatomy, pathology, and sonographic imaging used in the care of the high-risk obstetric patient. Pathology of the thyroid, breast, male pelvis and scrotum as well as superficial imaging will be covered. Pediatric topics will also be discussed. This course puts more emphasis on technical report writing and film critique.

- Credits: 5.0
- Prerequisites: DMS 106, DMS 234, DMS 239

**DMS 248 SONOGRAPHIC CLINICAL PRACTICUM III**

A continuation of Clinical Practicum I and II this course will allow students to broaden their hands-on experience in the clinical setting to include obstetrics/gynecology as well as abdominal sonography. Students continue to perform examinations under direct supervision of clinical instructors and, as the semester progresses, they are given more clinical responsibility.

- Credits: 5.0
- Prerequisites: DMS 115, DMS 237

**DMS 253 SONOGRAPHIC CLINICAL PRACTICUM IV**

This clinical course continues to provide the opportunity for students to provide quality patient care while performing supervised sonographic examinations in all areas of practice. Professional judgment, patient care and critical thinking skills are further developed through interaction with patients and health care providers.

- Credits: 5.0
- Prerequisites: DMS 115, DMS 237, DMS 248

**DMS 255 SONOGRAPHIC ANATOMY, PATHOLOGY & CRITIQUE IV**

This course will introduce the multispecialty sonography student to vascular sonography. It will include the hemodynamics and physiology of the vascular system. The student will be introduced to normal vascular anatomy and the differentiation between the venous and arterial systems. Discussion will include the clinical signs and symptoms and the appropriate diagnostic testing and treatment of various vascular diseases. Emphasis will be placed on the functional workings and settings associated with vascular procedures. Students will participate in an online discussion forum by posting case studies and responding to peers case studies and questions according to the discussion format guidelines and rubric.

- Credits: 3.0
- Prerequisites: DMS 106, DMS 234, DMS 239, DMS 244

**DMS 272 OBSTETRICS & GYNECOLOGIC ULTRASOUND I LAB**

This course will focus on applying ultrasound as a diagnostic tool for evaluating the female pelvis and adjacent structures, and the 2nd trimester fetus and environment. Coursework will include demonstrations and discussion on the proper scanning techniques, patient preparations, and positioning utilized to obtain optimum diagnostic images. Lab will coincide appropriately with DMS 228 and 281 to facilitate a simultaneous understanding of didactic and laboratory application.

- Credits: 1.0
DMS 277 SONOGRAPHY BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

DMS 280 CLINICAL PRACTICUM I

This course is designed to provide hands-on experience in the clinical setting and to familiarize the student with the daily activities in an Ultrasound Department. By working closely with the clinical instructors and the staff technologists, the student will actively participate in exams, patient care, and everyday maintenance of the ultrasound department. The clinical rotations will help the students develop skills in abdominal, OB/GYN and high resolution sonography. The student will be formally evaluated at the end of each rotation by the clinical instructor. In addition, students will be required to maintain a log book of attendance and all procedures in which they were directly involved (scanning) or indirectly involved (observation). This will be reviewed periodically by the Clinical Coordinator to ascertain the quality of the student’s clinical exposure and hands-on experience.

- Credits: 4.0
- Prerequisites: DMS 221, DMS 228, DMS 272, DMS 281, DMS 305

DMS 281 OBSTETRICS ULTRASOUND I

This course will provide an in depth study of the specific anatomy and sonographic anatomy of the developing embryo and fetus from first – third trimester necessary for the clinical practice of obstetric sonography.

- Credits: 3.0

DMS 285 CLINICAL PRACTICUM II

As a continuation of Clinical Practicum I, this course is designed to provide hands-on experience in the clinical setting and to familiarize the student with the daily activities in an Ultrasound Department. By working closely with the clinical instructors and the staff technologists, the student will actively participate in exams, patient care, and everyday maintenance of the ultrasound department. The clinical rotations will continue to help the students develop their skills in abdominal, OB/GYN and high resolution sonography.

- Credits: 1.0-6.0

DMS 288 HIGH RESOLUTION STRUCTURES

This course focuses on pathology and pathophysiology of the neck, thyroid, breast, non-cardiac chest, scrotum, prostate, superficial aspect of the extremities and musculoskeletal system. A review of anatomy and physiology along with scanning techniques and protocols will be given and the abnormal sonographic appearances of pathologic conditions will be discussed. Correlation of pertinent clinical history, symptoms, clinical laboratory tests and other diagnostic procedures will be emphasized.

- Credits: 3.0
- Prerequisites: DMS 221, DMS 228, DMS 272, DMS 281, DMS 305

DMS 311* FETAL ECHOCARDIOGRAPHY

This course serves as an introduction to the ultrasonographic cross-sectional anatomy and physiology of the fetal cardiac and circulatory system, with emphasis on recognition of the appearance of normal fetal cardiac anatomy, and cardiac pathology or defects via sonographic
images and clips, knowledge of differential diagnosis of various fetal cardiac pathology, and general understanding of clinic protocols and standards regarding cardiac imaging.

- **Credits: 3.0**

**DMS 315 NEUROSONOGRAPHY**

In this course, students will gain a working knowledge of neurosonography to include gross anatomy, physiology, sonographic imaging and interpretation of the neonatal brain.

- **Credits: 3.0**

**DMS 321* ABDOMINAL ULTRASOUND II**

A continuation of Abdominal Ultrasound I, with emphasis on pathology seen in the abdominal system of the adult and pediatric patient. Students will become familiar with the clinical symptoms, lab values associated with specific pathologies. Abnormal case studies will be reviewed.

- **Credits: 2.0**

**DMS 328 GYNECOLOGIC ULTRASOUND II**

This course will focus on the pathology of the female reproductive organs. Topics will include, but are not limited to: congenital uterine abnormalities and uterine and ovarian pathology. Students will become familiar with the clinical symptoms, lab values associated with specific pathologies. Abnormal case studies will be reviewed.

- **Credits: 2.0**

**DMS 352 VASCULAR IMAGING**

This course is designed to present the most common vascular ultrasound examinations conducted in a Women’s Center setting. The primary focus of the course will be a comprehensive overview of the anatomy and physiology of the carotid and lower extremity venous systems. The course will also include additional testing methods for carotid stenosis and venous insufficiency.

- **Credits: 3.0**

**DMS 380* CLINICAL PRACTICUM III**

A continuation of Clinical Practicum II, the students will receive hands-on experience in a variety of settings with exposure to a vast array of ultrasound systems. By working closely with the clinical instructors and the staff technologists, the student will more actively participate in exams, patient care, and everyday maintenance of the ultrasound department. The clinical rotations will help the students continue to develop their skills in abdominal, OB/GYN and high resolution sonography.

- **Credits: 1.0-6.0**

**DMS 381 OBSTETRICS ULTRASOUND II**

A continuation of Obstetrics Ultrasound I, this course will place emphasis on fetal anomalies that can occur across the gestational period. Importance will be placed on identification of the pathological processes, sonographic appearances, correlation with the clinical history and diagnostic testing or procedures, and clinical management options. Topics will include, but are not limited to: maternal diseases and potential fetal consequences; multiple gestation; management of high risk pregnancies; assessment of fetal well being; role of Doppler; interventional procedures; and advanced technologies currently used in obstetrics. Abnormal case studies will be reviewed.

- **Credits: 2.0**
DMS 420 CLINICAL EXTERNSHIP

A clinical externship is an opportunity for a student to complete a clinical experience at a site other than the current approved program clinical affiliates. Note: Students interested in completing this course should communicate a semester in advance with their advisor and/or Clinical Coordinator. A clinical affiliation agreement must be in place for the student to participate.

- Credits: 1.0 - 6.0
- Prerequisites: Instructor permission

DMS 430 SONOGRAPHY DIRECTED STUDY

Students may select a topic directly related to Diagnostic Medical Sonography for in-depth study. Topics may include, but are not limited to, advanced concepts in neurosonography, pediatric echocardiography or breast imaging. Students may select a topic directly related to Diagnostic Medical Sonography for in-depth study. Topics may include, but are not limited to, advanced concepts in neurosonography, pediatric echocardiography or breast imaging.

- Credits: 1.0 - 4.0
- Prerequisites: Instructor permission

HEALTH PROMOTION MANAGEMENT

HPM 505 STRATEGIC MANAGEMENT

Effective strategic planning and management is vital to an organization's success and involves employees in every area of operation. Understanding the processes involved in strategic planning, including assessment, creating alliances/collaboration within and outside of the organization, synchronizing business planning with emerging trends, and using market research data to guide strategic planning are fundamental concepts addressed in this course.

- Credits: 3.0

HPM 508 THEORIES & PRINCIPLES OF HEALTH PROMOTION

This course explores the cognitive and behavioral model/techniques of human learning, behavior change. The elements of a holistic lifestyle - incorporating social (work, leisure, family), physical (exercise, nutrition, etc.), intellectual (creativity, challenge), spiritual (meaning), and emotional (feelings) are addressed. Health promotion program planning in the three areas of exercise/physical activity, stress management and healthy eating/weight management are emphasized.

Credits: 3.0

HPM 515 CHANGE MANAGEMENT

This course focuses on effectively managing change at an organizational level. Students examine and develop strategies to facilitate change as a positive and dynamic force. Specific areas include effective communication and communication tools, transition planning, understanding the dynamics of group culture and organizational behavior, supportive cultural environments and understanding the human element of change, including resistance to and acceptance of change.

- Credits: 3.0

HPM 518 ORGANIZATIONAL DIAGNOSIS AND NEEDS ASSESSMENT

This course presents the theory, structure, and instrumentation for assessing the health and organizational development needs of an organization, agency or other community population. The course examines models/tools that serve as guides for planning, conducting and reporting a comprehensive needs assessment within the context of whole-person, whole-organization health promotion. A needs assessment will be designed and administered by the student during this course resulting in the identification of a priority health promotion issues(s) for a specific target population and recommendations for future planning.
HPM 525 HUMAN RESOURCE MANAGEMENT

This course presents an overview of the human resources function and the economic and legal environments in which the human resources manager's duties are performed. Emphasis will be placed on work-life quality issues and the integration of health promotion into the employer-employee relationship. Business management including management of technologies, facilities and equipment, insurance, and business ethics is also addressed. The student will also learn the theoretical framework for, and practical administration of all major areas of human resources (HR) management including policy and procedures, staffing (including training and performance evaluation) budgeting and strategic plan development. Students will ensure that decisions and actions are in compliance with federal, state, and local laws and regulations.

Credits: 3.0

HPM 528 PROGRAM DESIGN & EVALUATION

This course focuses on a variety of program design models based on needs, with special attention to the utilization criteria and predicted impact of each. Skills for program provision using an integrated management approach as well as program marketing and promotion strategies can be applied. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Each model will also be examined with the focus of setting up comprehensive formative and summative evaluation plans during the planning phase. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

Credits: 3.0

HPM 535 ETHICAL LEADERSHIP & CONFLICT MANAGEMENT

Ethical expectations for leaders include respecting rights of others, honesty in all interactions, and decision-making practices that are based on legal principles and that maintain confidentiality, impartiality, and sensitivity to diversity. This course develops skills in these areas through analysis literature and application of best practices. In addition, effective ethical leadership requires conflict management skills. Specific areas addressed include: using negotiation skills to reach consensus on critical issues while maintaining trust relationships with key constituents; resolving conflicts in ways that create energy and motivation for appropriate change; and building trust and relationships to motivate individuals and groups to become effective teams.

Credits: 3.0

HPM 538 CRITICAL ANALYSIS OF RESEARCH

Evidence-based practice in planning and implementation of effective health promotion initiatives, interventions and comprehensive programs includes the development of skills in applied statistics and research. Students will learn to critically examine research and determine best-practices that can be applied to specific issues or questions.

Credits: 3.0

HPM 542 HUMAN & FINANCIAL RETURN ON INVESTMENT

An overview of program evaluation approaches and designs will be conducted. Evaluation data will be managed, analyzed, interpreted, reported, and then utilized. Through the application of fundamental principles in business finance, students examine the bottom-line effect of wellness programming and the financial return on investment of wellness initiatives.

Credits: 3.0

HPM 590 MARKETING HEALTH PROMOTION
A synthesis of health promotion concepts coupled with specific skills related to developing and understanding marketing research, marketing strategies, marketing design, and measuring marketing effectiveness culminate in the authorship of an original marketing plan for an organization that meets individual and corporate goals with respect to work life quality and holistic health.

- **Credits: 3.0**

**HPM 591 CAPSTONE**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue.

- **Credits: 3.0**

**HPM 592 CAPSTONE I**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue. Part one of the Capstone experience includes research on the selected Capstone topic and the selection of a community mentor.

- **Credits: 1.0**

**HPM 593 CAPSTONE II**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue. Part two of the Capstone experience includes implementation and submission of the final project.

- **Credits: 2.0**

**HEALTHCARE ADMINISTRATION**

**HCA 310 FOUNDATIONS OF HUMAN RESOURCES IN HEALTHCARE**

This course explores the function of human resources within the healthcare organization. The focus of the course is on the development of skills that the department manager needs for effective management of personnel. Subjects include strategies to attract, hire, and retain high quality employees, compensation and benefit packages, productivity, and employee development, evaluation and training, as well as existing laws and policies surrounding employee relations.

- **Credits: 3.0**

**HCA 330 INTRODUCTION TO MANAGEMENT & STRATEGIC PLANNING**

This course explores basic theories and concepts related to management and strategic planning. Topics include healthcare management, conflict management and resolution, effective communication in the workplace, and strategic planning tools and processes.

- **Credits: 3.0**

**HCA 340 FUNDAMENTALS OF FINANCIAL OPERATIONS**

Although healthcare organizations serve as community resources, they are also complex businesses and their success depends on managers who understand and can apply key financial principles. This course provides a foundation of accounting principles, concepts and techniques that are necessary for management of healthcare facilities. Students examine the tools and models available to healthcare managers that assist in financial decision support as well as resource allocation.
HCA 420 CLINICAL OPERATIONS

With healthcare spending on the rise and the demand for services continuing to increase, improvements in the quality and efficiency of healthcare delivery are urgently needed. This course explores opportunities for improvement in design and management of healthcare operations. Specific focus is on creating an environment of smooth patient flow by focusing on cycle times, measuring productivity, tracking outcomes and performance metrics, and general improvement in health management processes through risk analysis and mitigation.

HCA 450 APPLIED BUSINESS ETHICS IN HEALTHCARE

Healthcare organizations provide services to the community to ensure the health and well-being of the public, but they are also businesses and employers, and as such must walk the tightrope between financial success and living their mission and values. This course emphasizes the legal and ethical responsibilities of healthcare professionals, particularly in the role of clinical manager. Topics covered include ethical decision making, conflict of interest situations, professional standards, codes of ethics, confidentiality and HIPAA. Ethical management of medical errors and strategies for resolution of clinical issues are also addressed.

HCA 465 SURVEY OF US HEALTHCARE SYSTEMS

Healthcare professionals need to have an understanding of the interaction of U.S. healthcare policies and public health science to be able to act as change agents in their professions. How do health professionals access this information, analyze and react in ways that will improve the health and wellness of their patients? This course will inform and ask the student to respond to the dynamic area of U.S. healthcare systems.

HCA 470 CLINICAL FINANCIAL MANAGEMENT

Healthcare is unique in the way it is financed. An understanding of the issues surrounding third-party payment, government programs and payment methodologies requires special effort and special resources. This course explores the importance of practice and hospital information systems (e.g., billing, claims processing, electronic medical records, e-prescribing and productivity) as they relate to financial management of operational systems. The specific focus is on how technology supports management of patient data, receivables, and working with various types of revenue streams.

- Credits: 3.0
- Prerequisites: HCA 340

HEALTHCARE OPERATIONS MANAGEMENT

*Subject to curricular approval

HOM 501 CHANGE MANAGEMENT

Identify strategies to better understand and overcome resistance to change; Making a persuasive business case for change based on best practices; Developing skills for effective collaboration to garner support and buy-in at all levels.

- Credits: 1.0

HOM 502 INDIVIDUAL AND TEAM CREATIVITY
The course explores how to support individual and team creativity. Topics include: how creativity can be developed and nurtured, creativity tools and their processes, and strategies for overcoming creativity hurdles. Students will create a personal toolkit of resources and strategies to support themselves and their teams.

- Credits: 1.0

**HOM 503 MANAGING TEAM AND GROUP DYNAMICS**

Tools for identifying the diverse strengths and abilities of individuals on a team and approaches for managing an effective team.

- Credits: 1.0

**HOM 504 ORGANIZATIONAL LEARNING THROUGH MENTORING/MENTORSHIP**

This course will examine the professional benefits obtained in working with a mentor and strategies for starting a workplace mentorship program. Topics will include reviewing models for matching a mentor and mentee, keys and barriers to developing a successful workplace-mentoring program, and approaches for assessing a workplace-mentoring plan.

- Credits: 1.0

**HOM 505 LEADERSHIP DEVELOPMENT: DEFINING AND ASSESSING YOUR LEADERSHIP STYLE**

An exploration of leadership styles, profiles, and assessment instruments, with special emphasis on relationships in a healthcare setting and creation of a personalized leadership action plan.

- Credits: 1.0

**HOM 510 STRATEGIC PLANNING**

Using strategic planning to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization’s direction in response to a changing environment.

- Credits: 1.0

**HOM 511 PROJECT SELECTION**

Selecting a good project involves determining project objectives, defining quantifiable goals, describing its value, exploring its return on investment in terms of cost and impact, and anticipating the risks.

- Credits: 1.0

**HOM 512 PROJECT LEADERSHIP**

Exploration of the role of project leadership for coordinating a successful project. The course will explore the characteristics of project leadership, influencing team members, working with virtual teams, and leading process improvement processes.

- Credits: 1.0

**HOM 513 STRATEGY INTEGRATION ASSESSMENT**

Strategy integration assessment is a systematic approach to evaluate an organization’s capability to deploy a strategic plan. The course focus will be on methods to evaluate an organization’s business management system ability to capture and cascade the strategic plan from
company objectives to individual goals. Other topics will include: policy effectiveness, objective management, accountability, individual performance management system, communication and presentation of assessment.

- **Credits: 1.0**

**HOM 514* STRATEGY DEPLOYMENT**

An exploration of the systems, processes and tools used to implement strategic initiatives in an organization. A key focus will be to gain a relational understanding of initiative alignment, initiative prioritization and resource management.

- **Credits: 1.0**

**HOM 515 HEALTHCARE MARKETING**

This course examines the fundamental concepts of marketing as the function pertains to a healthcare environment.

- **Credits: 1.0**

**HOM 520 TALENT IDENTIFICATION AND HIRING**

Exploring the characteristics of high performing employees, talent identification strategies, writing an effective position description, and understanding the legal regulatory issues in hiring.

- **Credits: 1.0**

**HOM 521 EMPLOYEE DEVELOPMENT AND PERFORMANCE REVIEW**

This course examines performance management systems, performance appraisal and feedback, theories of work motivation and strategies for employee development.

- **Credits: 1.0**

**HOM 522 SUCCESSION PLANNING**

Identifying and developing staff for leadership positions. Course topics will explore evaluating potential, formulating development plans, and retaining talent.

- **Credits: 1.0**

**HOM 523 CULTURAL COMPETENCY IN HEALTHCARE OPERATIONS**

The course focuses on the significance of cultural competency. The cultural competence framework aids leaders in becoming culturally proficient by providing the groundwork for understanding and leading. Through the assessment of cultural competency and creating an effective plan to successfully use Culturally and Linguistically Appropriate Services (CLAS).

- **Credits: 1.0**

**HOM 530 HEALTHCARE ECONOMICS**

The course is an exploration of the economic issues involved with the financing and delivery of health care services. Emphasis will be on payment sources, cost controls, current issues, future trends, policies and regulations.

- **Credits: 1.0**
HOM 531 BILLING AND CODING

This course examines coding nomenclatures, reimbursement, and regulatory issues in relation to patient care systems. Students will explore the fundamentals of structured payment methods for inpatient, outpatient, ambulatory, and other care settings as directed.

- **Credits:** 1.0

HOM 532* HEALTHCARE FINANCE

Fundamental healthcare economics, budgeting, cost avoidance versus cost reduction, variance analysis.

- **Credits:** 1.0

HOM 533* REVENUE CYCLE MANAGEMENT

This course will explore the key processes important to healthcare managers for effectively creating and generating compliant claims to optimize effective patient payment.

- **Credits:** 1.0

HOM 540 ROOT CAUSE ANALYSIS

The course will introduce root cause analysis as a method of problem solving that tries to identify the root causes of faults or problems. An emphasis will be in solving problems by attempting to identify and correct the root causes of events, as opposed to simply addressing their symptoms.

- **Credits:** 1.0

HOM 541 SIX SIGMA FOR HEALTHCARE

Improve the quality of systems by identifying and removing the causes of defects (errors) and minimizing variability in healthcare processes.

- **Credits:** 1.0

HOM 542 LEAN STRATEGIES AND TOOLS

Role of lean concepts and tools for eliminating waste and developing a continuous improvement mentality for a healthcare system.

- **Credits:** 1.0

HOM 543* RISK MITIGATION

Identifying and managing risks. A focus will be on reducing day-to-day risks through human factors/ergonomic techniques and organization risks.

- **Credits:** 1.0

HOM 544* BENCHMARKING AND THE BALANCED SCORECARD

Comparing processes and performance metrics to industry bests or best practices. Using the balanced scorecard to manage execution of strategy by monitoring four interconnected perspectives: Financial, Customer, Internal Processes and Learning & Growth.

- **Credits:** 1.0
HOM 545 EMERGENCY MANAGEMENT PLANNING

This course will examine how to prepare employees within a healthcare organization for a disaster or emergency incident that could threaten to harm the organization, stakeholders, or the general public. Fundamental concepts regarding Incident Command, Hazard Vulnerability Analysis, and Emergency Operations Planning will be evaluated in relation to action and preparation for an emergency event. Students will explore types of crises, crises leadership, best practices for contingency planning, and the role of training and simulation in preparation for a disaster.

- Credits: 1.0

HOM 546 HUMAN FACTORS AND ERGONOMICS

Human factors (or ergonomics) reviews the interactions among humans and other elements of a system, and explores how to design approaches to optimize human well-being and overall system performance. Core course topics include an overview of physical and cognitive ergonomics, workplace evaluation, human factor tools and methods, and healthcare quality and safety.

- Credits: 1.0

HOM 550 TURNING DATA INTO INFORMATION

This course will help you develop a critical eye for interpreting and assessing data, understand what statistical significance means, and create strategies for displaying and presenting data.

- Credits: 1.0

HOM 551 DATA COLLECTION STRATEGIES

This course examines tools and approaches for collecting patient and staff feedback. Emphasis will be on survey question design and strategies, controlling biases, and instructional review board processes.

- Credits: 1.0

HOM 552 SPREADSHEET SIMULATION

Randomness or chance is part of every decision we make. Decision makers are constantly faced with uncertainty, ambiguity, and variability. Monte Carlo simulation lets one explore possible outcomes of decisions and assess the impact of risk, allowing for better decision making under uncertainty. This course will explore using the @RISK simulation software for developing spreadsheet models that generate a range of possible outcomes and the probabilities that will occur for any choice of action.

- Credits: 1.0

HOM 553* CAPACITY AND STAFF PLANNING

Developing accurate estimates for how many patients, staff, and resources are needed for a healthcare facility.

- Credits: 1.0

HOM 560 HEALTHCARE INDUSTRY ISSUES AND TRENDS

This course will explore recent historical perspectives of healthcare delivery in the U.S., current trends in healthcare delivery, the U.S. healthcare regulatory and payment environment, cost and access issues in U.S. healthcare delivery and exploration of the sustainability of different healthcare models.

- Credits: 1.0
HOM 561 HEALTHCARE REGULATORY ISSUES
Healthcare is one of the most regulated industries in the country and because of this, leaders need to be aware of regulatory challenges. This course will provide a sampling of regulatory issues faced by healthcare leaders today. The course will cover regulatory entities including payment systems, regulatory requirements with a focus on staff and providers, and the influence of antitrust in healthcare.

- Credits: 1.0

HOM 562* RESOURCE UTILIZATION
Exploration of how best to utilize healthcare equipment and facilities. Topics will include utilization, capacity, reusable medical equipment, preventive maintenance, replacement planning.

- Credits: 1.0

HOM 563 VENDOR MANAGEMENT
Issues involved in working with external vendors. What type of equipment to purchase - balancing cost, reliability, capabilities, and maintenance requirements. Legal issues such as request for proposal, contract development and obligations.

- Credits: 1.0

HOM 564 CLINICAL QUALITY
An exploration of the quality improvement model, value-based purchasing, and outcome-based care. Emphasis will be on tracking and measuring patient satisfaction and outcomes.

- Credits: 1.0

HOM 565 HEALTHCARE ETHICS
An exploration of the linkage between healthcare ethics and one’s role as a manager. Topics will explore ethical dilemmas, principles of healthcare ethics, and methodologies for resolving ethical situations.

- Credits: 1.0

HOM 566* HEALTHCARE ETHICS II
The focus of this course will be to examine case studies related to healthcare ethics.

- Credits: 1.0

HOM 570 PROFESSIONAL WRITING
Professional Writing deals with effective communication strategies using memos, e-mails, letters, and reports. An emphasis is on best practices for defining a clear and tailored professional message.

- Credits: 1.0

HOM 571 COMMUNICATION STRATEGIES
Exploration of communication nuances. Topics include: active listening, oral communication, negotiation, and body language. Development of the topics will be through reflection, application, and observation.
HOM 572 NEGOTIATION STRATEGIES FOR HEALTHCARE MANAGEMENT

The course discusses the negotiation process, the steps needed to prepare and conduct a negotiation and techniques that can be used in a negotiation to reach a desired outcome.

• Credits: 1.0

HOM 573* CRITICAL THINKING & PROBLEM SOLVING

This course examines the use of critical thinking methods, qualitative and quantitative decision-making, and problem solving methods.

• Credits: 1.0

HOM 580 MEDICAL INFORMATICS: PRIVACY AND SECURITY OF HEALTH INFORMATION

The course will cover the role of business information systems in healthcare by exploring the relevant laws, privacy and security concepts, approaches for minimizing risk, strategies for balancing the need for access to with privacy and confidentiality requirements.

• Credits: 1.0

HOM 581 HEALTHCARE INFORMATION SYSTEMS

This course will examine the Information System acquisition process through implementation and optimization. Students will consider stakeholders, challenges and data management associated with Healthcare Information Systems in an organization.

• Credits: 1.0

HOM 582 RESEARCH FOR INFORMATION SYNTHESIS

Strategies underpinning using research as an effective approach for the exploration of professional issues. Emphasis will be on developing a critical eye on evaluating and synthesizing information for professional application.

• Credits: 1.0

HOM 590 CAPSTONE I

This course is the first of two capstone courses in the Healthcare Operations Management program. In Capstone I, students integrate and apply knowledge they have gained in the program. Students identify a non-profit organization or community agency that will benefit from an engaged study. Drawing from HOM curriculum and best practices, students design a plan to address identified needs in the form of a proposal.

• Credits: 1.0

HOM 591 CAPSTONE II

This course is the second of two capstone courses in the Healthcare Operations Management program. In Capstone II, students integrate and apply knowledge they have gained in the program by implementing and documenting the proposal they designed in Capstone I. Final projects demonstrate students’ critical analysis, empirical investigation, managerial argumentation, decision-making, persuasion, and project management skills. Students also use critical reflection to capture their own learning in the program.

• Credits: 1.0
HOM 598 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements as determined by the Program Director.

- **Credits:** 1.0
- **Prerequisite:** Permission of Program Director.

HOM 599 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest.

- **Credits:** 1.0
- **Prerequisite:** Permission of Program Director.

HUMANITIES

HUM 150 THE WORLD OF IDEAS: CRITICAL REASONING AND RHETORIC

There is a strong relationship between thinking clearly and expressing thoughts in formal writing and public speaking. Using the skills of logic and critical thinking, students will examine ideas, analyze and evaluate the arguments of others, and advocate for their own ideas. Students will be introduced to the NMC Portfolio process. HUM 150 is to be taken in the first semester, unless designated in the second semester by the program of study.

- **Credits:** 3.0

HUM 152 PORTFOLIO INTRODUCTION

This course is designed for students who receive two transfer credits for HUM150: Critical Reasoning and Rhetoric. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes.

- **Credits:** 1.0
- **Prerequisites:** Either entered NMC with a bachelor's degree or took a 3-credit public speaking course and a 3-credit critical thinking course

HUM 155 PORTFOLIO TRANSITION

This zero-credit course is designed for students who transfer from the accelerated nursing program to the traditional nursing program in their senior level. The purpose of this online course is to introduce students to the Educated Citizen Core Curriculum and NMC Portfolio requirements for traditional BSN students. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes so they are prepared for the final presentation to be given in SS 465 Capstone: The Educated Citizen.

- **Credits:** 0.0

HUM 205 REFLECTIVE PRACTICE

This course will engage students in reflective practice through the exploration of various models related to the skills of a reflective practitioner. Students will explore theories of knowledge generation and then apply reflective processes to clinical experiences, thereby exploring their progress in the goals of the Educated Citizen. Reflective practice theories and models may include: Donald Schon (reflection-in-action and reflection-on-action), Critical Incident Technique, Evidence-Based Practice, Fishbone Diagram/Ishikawa Diagram, and Critical Reflection (DEAL Model by Ash and Clayton).

- **Credits:** 1.0
HUM 210 INTRODUCTION TO ETHICS

Introduction to Ethics introduces students to theories and practices of individual, communal and societal obligations. Moral inquiry in the course proceeds from a philosophical basis.

- Credits: 3.0
- Prerequisites: Determined by major

HUM 213 PRINCIPLES AND PRACTICE OF ETHICS

This course introduces students to theories and practices of individual, communal and societal obligations. Moral inquiry in the course proceeds from a philosophical basis, with an emphasis on varied professional codes of ethics in healthcare disciplines. Students will explore codes of ethics and how they relate to traditional Western philosophies.

- Credits: 3.0

THE WORLD OF IDEAS: THE ARTS
HUM 220, 221, 222

Area Description:
Students use artistic modes of inquiry to develop awareness of the diversity of human feeling and experience. Students use critical thinking as they respond orally and in writing to original artifacts of human expression, including works of art, fiction, poetry, drama, and music.

HUM 220 EXPERIENCING HUMANITIES: THE ART OF BEING HUMAN

“Who am I?” “Why am I here?” “Where am I going?” “What is the meaning of life, my life?” “I must die; how, when?” “How will I face it?” “And then what?” “What does it mean to be human?” These questions have been asked and answered over and over by our ancestors. The answers have not all been complete or satisfying, but amazingly similar and valuable. As the latest link in this long chain of humanity, we should know the answers of our past, and they will greatly aid us in forming our answers for the present and future. The study of the “humanities” is really a study of how we understand “humanity,” as reflected in culture: art, music, literature, philosophy, history, drama, and film. This course is concerned particularly with the humanities in western cultural tradition, from Antiquity through to the present day. We will trace the march of western civilization and listen to (literature, philosophy, and music), and view (art, drama, and film) the greatest landmarks and study the creators and creations of the dominant ideas which continue to mold our minds and imaginations today. Through reading, listening, observing, thinking, discussing, presenting, and writing, students will gain a deeper understanding of the world we have inherited from the past, so that we may be wiser and more responsible participants and contributors in the complex interconnected worlds of the present and future.

- Credits: 3.0
- Prerequisites: Determined by major.

HUM 221 HUMANITIES INTERPRETATION

In this course, students study well-established and productive ways of responding to fiction, drama, and poetry, and they explore connections between literature and the arts. Considering connections with both art and music, students read, discuss, and respond in writing to “stories from around the world”: literature written in many historical epochs and cultural settings. Students describe, explain, and experience universal human feelings as well as the perspectives of authors and fictional characters with uniquely different points of view. Students express ideas in various oral and written formats, including dramatic readings, class discussions, informal written critiques, classroom worksheets, and formal academic papers. Opportunities are given for more personal reflections for each student’s “Educated Citizen” portfolio. These expressions are facilitated through not only a wide variety of readings, but also through supplemental videos, music, multimedia tools, and resources on the Internet.

- Credits: 3.0
- Prerequisites: Determined by major.
HUM 222  ENGAGING THE SHORT STORY

Reading and understanding literature allow us to make connections: to our communities, to each other, and to ourselves. Through reading, writing, analysis, and discussion, we will engage the short story as a vehicle through which we can learn to create the connections we desire. Drawing from the short works of literary masters, students will have the opportunity to experience different perspectives. Through literary analysis, students will take those perspectives and discover what they mean and how they can impact the way they see the world. This learning process will take place through online discussion forums, quizzes, and a variety of focused and exploratory writing assignments. Additionally, opportunities are given for more personal “Educated Citizen” portfolio reflections.

- Credits: 3.0
- Prerequisites: Determined by major.

THE WORLD OF IDEAS: HISTORICAL PERSPECTIVES
HUM 255, 256, 257, 258, 259
Area Description:
Students critically analyze the impact of history on contemporary society. Historical methods of inquiry inform students' perspectives on societal and institutional development.

HUM 255  HISTORICAL PERSPECTIVES

This survey history course facilitates exploration of the history of Western Civilization from ancient times through the age of European exploration utilizing archaeology, works of fiction, news media, and secondary sources. The course provides opportunities for students to (1) employ creative means of exploring history, (2) become familiar with basic research skills and (3) hone creative and scholarly writing skills.

- Credits: 3.0
- Prerequisites: Determined by major.

HUM 256  THE HISTORY OF WESTERN MEDICINE

This survey course examines the history of the dominant form of medicine in the world: that which developed in Western Europe and America between 500 B.C.E. and the twentieth century. Among the various sciences, medicine stands apart. In its modern form, it is both science and art. The study of the history of medicine is more than a mere background to contemporary science: it serves as a platform for understanding how past cultures saw themselves and their place in the world. The history of medicine reflects changing cultural understandings of the world and the place of humanity within it. Medicine, or medical history, can also have a profound effect upon what we believe about nature and ourselves, influencing our art, literature, and philosophy. The majority of this course will deal with medical trends, treatments, and perspectives. These can strike us as both amusing and disturbing, but their greatest value lies in their power to prompt us to reexamine our own beliefs and assumptions.

- Credits: 3.0
- Prerequisites: Determined by major.

HUM 257  U.S. HISTORY: PAST, PRESENT, AND PROMISE: A SEARCH FOR THE TRUTH BY CHALLENGING THE PRESENT & DEMANDING A NEW FUTURE

Students in this survey course will explore the history of the United States from the first inhabitants of North America to 1870. From these historical roots the course will explore 20th century conflicts including the current war in Afghanistan. Even though it will follow a political chronology it will focus on history as a dynamic process shaped by human expectations, difficult choices, and often surprising consequences. It will concentrate on the following themes: Global Relations, Constitutional Heritage, Citizenship and Democracy, Cultural and Geographic Diversity, and Social, Technological, and Economic Development. It will encourage students to think historically, to be reflective individuals, and to be active citizens seeking the truth as agents of change.

- Credits: 3.0
- Prerequisites: Determined by major.

HUM 258  WORLD HISTORY TO 1800
Students examine the formation of selected world civilizations up to the 18th century and relate challenges of those civilizations to the challenges humans face in the 21st century global community. We examine how civilizations are formed and analyze forces that caused them to decline and transform. We look at both the large picture of civilizations in an overview, and we examine lives of individuals who made significant impacts on their society and its future. Historical methods of inquiry, including study of maps, artifacts, primary texts, and critical evaluations of secondary source interpretation, inform students’ perspectives on societal and institutional development. Most of all, this course provides students with opportunities to make personal connections with experiences of individuals in the past.

- **Credits:** 3.0
- **Prerequisites:** Determined by major.

**HUM 259  HISTORY OF SCIENCE: THE CREATION OF A BIOMEDICAL WORLD**

This is a course on the history of science, with an emphasis on the development of modern views toward biology, medicine, and how they have affected our views of human nature. In this course students will practice basic and advanced historical skills, and a large amount of in-class time will be spent on discussing and practicing the techniques that historians use to investigate and understand our world. Most of our time, we will explore the following questions: How and why have humans attempted to learn about the natural world, attempted to do science and medicine? How and why have those attempts changed over time? How have discoveries in science and medicine changed our social, cultural, and religious values? How have our social, cultural, and religious values changed our study of science and medicine?

- **Credits:** 3.0
- **Prerequisites:** Determined by major.

**THE WORLD OF IDEAS: HUMAN CONNECTION**

**HUM 270, 271, 272**

**Area Description:**

Students use the modes of inquiry unique to philosophy, religion, ecology, and anthropology to develop sensitivity to life’s interconnections. Selected fields of study provide unique lenses through which to study inner connections among mind, body, and spirit, as well as connections between oneself and a world of ideas, perspectives, and both living and non-living things.

**HUM 270  SPIRITUALITY/ SOUL JOURNEYS**

This course is designed to examine the spirituality and human well-being from many perspectives: theoretical, historical, philosophical, and psychological. Using the lens of stress management theory and holistic health practices, this course will reveal ageless wisdom, current research, practical skills, and vast resources to support mind/body/spirit well-being on life’s journey. Major topics to be discussed include: coping strategies, relaxation techniques, the connection between stress and disease, stress and personality, and stress and emotions.

- **Credits:** 3.0

**HUM 271  EXPLORING WORLD RELIGIONS**

In this course students begin to understand and appreciate the major themes, sacred text, ritual and symbols, cultural expressions and historical developments of six religious traditions. Through assigned readings, discussion groups, online research, field trips (optional) and video clips, students will begin to recognize the commonalities and differences among these religious traditions. This will also help to better understand some of the important religious issues that can lead to conflicts in the world today. This course is meant to help you understand these religions, rather than evaluate according to your own particular religious belief or culture.

- **Credits:** 3.0
- **Prerequisites:** Determined by major.

**HUM 272  COMPLEMENTARY AND ALTERNATIVE MEDICINE**

This course begins with a major focus on an introduction to the field of complementary and alternative medicine, discussing the history, characteristics, translation, and issues in alternative and integrative medicine. These concepts serve as a foundation for the course of descriptions in the development and key concepts of the most prevalent complementary and alternative therapies being used in the United States. In addition to providing comprehensive overviews of the traditional medicines of China, India, Africa and native America, this course takes broader approaches which have tremendous value in understanding the aspects of medical practice and health care that are compelled, or chosen, and those that represent true alternatives on a global basis. American medicine is an eclectic pursuit where a number
of competing ideas and approaches thrive; the students taking this course must be willing to explore any ethical approaches or treatments that have been proven to work in their future professions.

- Credits: 3.0
- Prerequisites: Determined by major.

**HUM 298 DIRECTED STUDY**

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences coursework is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- Credits: 1.0 - 6.0

**HUM 299 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 1.0 - 6.0

**IMAGING SCIENCES**

*Subject to curricular approval

**ISC 315 ADVANCED CROSS-SECTIONAL ANATOMY I**

Advanced Cross-Sectional Anatomy I will discuss anatomical structures of the upper and lower extremities, abdomen, and pelvis located in an array of multiple imaging planes and modalities. Characteristic appearances of anatomical structures will be discussed as it applies to Computed Tomography, Magnetic Resonance Imaging, and Ultrasound. Pathology and physiological aspects of major anatomical structures will be addressed and reviewed through identification exercises and assignments when applicable.

- Credits: 3.0
- Prerequisites: RAD / DMS 262, ARRT(R) candidacy or credential or Instructor Permission

**ISC 320 ADVANCED CROSS-SECTIONAL ANATOMY II**

Advanced Cross-Sectional Anatomy II will discuss anatomical structures of the neck, head, spine, and thorax as identified and located in multiple imaging planes and modalities. Characteristic appearances of anatomical structures will be discussed as it applies to Computed Tomography (CT), magnetic Resonance Imaging (MRI), and Ultrasound images. Pathology and physiological aspects of major anatomical structures will be addressed and reviewed through identification exercises and assignments when applicable.

- Credits: 3.0
- Prerequisites: RAD / DMS 262, ARRT(R) candidacy or credential or Instructor Permission

**ISC 325* INTRODUCTION TO MAGNETIC RESONANCE IMAGING**

This course will cover basic principles of Magnetic Resonance Imaging (MRI). Instrumentation, equipment, and MRI safety are topics that will be covered in detail within this course. Instruction on Image Weighting and Contrast, Encoding and Image Formation, and MRI Parameters and Trade-offs will also be included within the course.

- Credits: 3.0
- Prerequisites: ARRT(R) candidacy or credential
ISC 330* ADVANCED MAGNETIC RESONANCE IMAGING

This course is a continuation of ISC325 Introduction to Magnetic Resonance Imaging. Students will engage in an in-depth lecture on pulse sequences that are specific to MRI. MR Flow Phenomena as well as Vascular/Cardiac Imaging will be discussed. Students will explore functional imaging techniques, and MRI contrast agents and artifacts. Course content will include anatomy specific imaging, protocols, and pathology relevant to MRI.

- Credits: 3.0
- Prerequisites: ISC 325

ISC 340* MAMMOGRAPHY

Course under development.

- Credits: 3.0

ISC 342* APPLICATION AND INSTRUMENTATION OF COMPUTED TOMOGRAPHY

This course focuses on the physical principles and instrumentation of computed tomography equipment. Historical development, physics, radiation dose, daily operations and data acquisition and manipulations will be discussed. Image post-processing, image archiving, and artifact identification and sources will be explained as it relates to computed tomography.

- Credits: 3.0
- Prerequisites: ARRT(R) candidacy or credential

ISC 347* IMAGING PROCEDURES IN COMPUTED TOMOGRAPHY

This course focuses on examination preparation, indications, positioning, contrast media usage, patient education and safety as they pertain to the field of Computed Tomography. Scanning parameters, radiation dose reduction and positioning for pathology and anatomical structures will be discussed. Computed Tomography images will be reviewed for pathology, anatomy, and quality during this course.

- Credits: 3.0
- Prerequisites: ARRT(R) candidacy or credential

ISC 440 ADVANCED MRI EXTERNSHIP CLINICAL

The format of this course is designed for the student to gain additional skills/experience in a professional/advanced imaging modality of interest. For this particular externship, objectives are developed in accordance with the modality of choice. Students who upon completion of this course meet graduation and eligibility requirements as set forth by the American Registry of Radiologic Technologists for certification in an advanced imaging modality may apply for registry certification.

- Credits: 1.0 - 6.0
- Prerequisites: Permission of instructor

ISC 445 ADVANCED CT EXTERNSHIP CLINICAL

This one-semester externship is designed to prepare the Radiologic Technologist for a professional career in Computed Tomography (CT). Emphasis is placed on the foundations, concepts, and procedures of CT. Students will focus on the care and assessment of patients drawing upon cognitive, affective, and psychomotor skills while becoming acclimated to the clinical equipment and protocols. Observation and performance of medical imaging procedures occurs under the supervision of a registered Radiologic Technologist.

- Credits: 1.0-6.0
- Prerequisites: ARRT(R) credential
NURSING

NRS 100 INTRODUCTION TO COMMUNITY-BASED NURSING

This introductory course provides a foundation for community-based nursing. Students examine the fundamental concepts and skills used in the delivery of professional nursing care with culturally diverse adult clients. Environmental considerations and the basic concepts of community, partnerships and visits with clients in various settings are introduced. The wellness continuum is expanded and professionalism in nursing, interpersonal communication, change, nursing process, critical thinking and caring are addressed.

- Credits: 2.5
- Prerequisites: SCI 225, satisfactory math competency or SCI 025, SCI 103, COM 101
  Pre/ Corequisites: SCI 116, SCI 226, SCI 280, SSC 101, HUM 150, COM 230/245
  Co-requisites: NRS 100C

NRS 100C COMMUNITY-BASED NURSING CLINICAL PRACTICUM

This clinical practicum offers students opportunities to provide nursing care with adult clients to promote and maintain health. Experiences focus on providing students beginning nursing-process skills for the delivery of care with a community-based perspective. Students incorporate interpersonal communication techniques while interacting with adult clients, members of the health care team and community partners.

- Credits: 1.5
- Prerequisites: Co-requisites: NRS 100

NRS 101 INTRODUCTION TO COMMUNITY-BASED NURSING

This introductory course provides a foundation for community-based nursing. Students examine the fundamental concepts and skills used in the delivery of professional nursing care with culturally diverse adult clients. Environmental considerations and the basic concepts of community, partnerships and visits with clients in various settings are introduced. The wellness continuum is expanded and professionalism in nursing, interpersonal communication, change, nursing process, critical thinking and caring are addressed.

- Credits: 3.0
- Prerequisites: SCI 225, satisfactory math competency or SCI 025, SCI 103, COM 101
  Pre/ Corequisites: SCI 116, SCI 226, SCI 280, SSC 101, HUM 150, COM 230/245
  Co-requisites: NRS 101C, NRS 202/202L

NRS 101C COMMUNITY-BASED NURSING CLINICAL PRACTICUM

This clinical practicum offers students opportunities to provide nursing care with adult clients to promote and maintain health. Experiences focus on providing students beginning nursing-process skills for the delivery of care with a community-based perspective. Students incorporate interpersonal communication techniques while interacting with adult clients, members of the health care team and community partners.

- Credits: 2.0
- Co-requisites: NRS 101, NRS 202/202L

NRS 176 LPN BRIDGE COURSE

This transition course is designed to enable the licensed practical nurse to achieve advanced placement in the BSN curriculum. Emphasis is placed on the theoretical and philosophical frameworks necessary to assume the role of a second level nursing student. Interpersonal communication techniques, caring, change theory, developmental theory, nursing process and the role of the professional nurse in community-based nursing are explored. Nursing skills are reviewed.

- Credits: 1.0
- Prerequisites: Advanced standing (LPN)
NRS 177 NURSING BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

NRS 198 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

- Credits: 0 – 6.0
- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 199 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 0 – 6.0
- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 202/202L HEALTH ASSESSMENT ACROSS THE LIFESPAN

This course familiarizes students with normal and abnormal health assessment of clients across the lifespan. The course utilizes Gordon's structural framework as the primary means to organize assessment data and prioritizing nursing diagnoses. Students will identify and utilize the principles of diagnostic reasoning and critical thinking to practice the application of health assessment findings to nursing practice. Students will apply the skills of interview, inspection, palpation, percussion, and auscultation throughout the course as guided by evidence-based practice (EBP). Students will analyze data collected during a complete health assessment. The health assessment data collected consists of a complete health history and physical assessment including laboratory values, the client's level of wellness, environment, health practices and goals, and psychosocial (including domestic violence), mental, nutritional and transcultural considerations. The student will work to correlate the health assessment data while differentiating the major trends in growth and development and the attainment of developmental milestones comparing the differences of the well, acutely ill, and chronically ill clients across the lifespan.

**For Accelerated BSN students: class extends over the whole semester, rather than 8 weeks.

- Credits: 3.0
- Co-requisites: NRS 100 or NRS 101

NRS 210 COMMUNITY-BASED CARE WITH ADULTS

This course focuses on nursing care using a culturally sensitive framework with adult clients along the continuum of well being. Students employ caring and professional communication to promote change. Critical thinking and the nursing process are used in collaborative relationships with clients and community partners. Students are introduced to the economic impact on health. The concepts of legal/ethical accountability and prioritization are applied to professional community-based nursing practice.

- Credits: 4.0
- Prerequisites: NRS 101/101C, NRS 202/202L
- Pre/Corequisites: SCI 265, SCI 315
NRS 210C COMMUNITY-BASED CARE WITH ADULTS CLINICAL PRACTICUM

The clinical practicum offers students opportunities to provide nursing care with adult clients to promote and maintain health. Experiences focus on providing students beginning nursing-process skills for the delivery of care with a community-based perspective. Students incorporate interpersonal communication techniques while interacting with adult clients, members of the health care team and community partners.

- Credits: 2.0
- Corequisites: NRS 210

NRS 220 COMMUNITY-BASED CARE WITH ADULTS

This course focuses on nursing care using a culturally sensitive framework with adult clients along the continuum of well being. Students employ caring and professional communication to promote change. Critical thinking and the nursing process are used in collaborative relationships with clients and community partners. Students are introduced to the economic impact on health. The concepts of legal/ethical accountability and prioritization are applied to professional community-based nursing practice.

- Credits: 4.0
- Prerequisites: All year-one courses except HUM __: World of Ideas
  Pre/Corequisites: NRS 202/202L, SCI 265, SCI 315

NRS 220C COMMUNITY-BASED CARE WITH ADULTS CLINICAL PRACTICUM

The clinical experience offers students the opportunity to collaborate with women and childbearing families in their health care. Students develop partnerships through professional communication, dialogue and collaboration, critical thinking and shared learning. The nursing process and concepts of public health science, caring, professionalism and change are incorporated while working with clients. Students demonstrate selected nursing assessment skills while providing safe effective care within guidelines and policies.

- Credits: 3.0
- Corequisites: NRS 220

NRS 240 COMMUNITY-BASED CARE WITH FAMILIES

This course focuses on developing partnerships with women and childbearing families to promote and maintain health. Selected changes in the family and in the health of women are addressed. New knowledge and skills build on the frameworks of caring and community-based nursing care. Selected nursing assessment skills are introduced and applied. Use of the nursing process enhances critical-thinking skills as needs of women and childbearing families are explored. Beginning nursing leadership concepts are explored. Students identify the influence of economics on the health and well being of women and childbearing families.

- Credits: 3.5
- Prerequisites: All year-one courses and NRS 220/220C, SCI 315
  Pre/Corequisites: HUM ____: World of Ideas (Completion of 1 out of 3 World of Ideas course), SCI 235, SCI 240, SCI 215, SCI 235
  Corequisites: NRS 240C, NRS 245

NRS 240C COMMUNITY-BASED CARE WITH FAMILIES CLINICAL PRACTICUM

The clinical experience offers students the opportunity to collaborate with women and childbearing families in their health care. Students develop partnerships through professional communication, dialogue and collaboration, critical thinking and shared learning. The nursing process and concepts of public health science, caring, professionalism and change are incorporated while working with clients. Students demonstrate selected nursing assessment skills while providing safe effective care within guidelines and policies.

- Credits: 2.5
- Corequisites: NRS 240
NRS 245 PUBLIC HEALTH SCIENCE I

This course introduces public health concepts and principles. Emphasis is on the core functions of public health: assessment, policy development and assurance. The course content provides an overview of the history and organization of public health and public health issues at the local, state, national and global levels.

- Credits: 1.0
- Corequisites: NRS 240

NRS 277 NURSING BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0-6.0

NRS 298 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

- Credits: 0 – 6.0
- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 299 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 0 – 6.0
- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 340 COMMUNITY-BASED CARE ACROSS THE LIFESPAN

Students begin to integrate a broad range of concepts related to children and adults in the community. Students build on family concepts and incorporate growth and development into a framework for community-based nursing care across the lifespan. Content focuses on health promotion, illness prevention, maintenance and management of acute and chronic health problems. The differences in communication with clients across the lifespan are examined. The course facilitates professional role development, critical thinking and the use of humanistic/scientific principles and research as the basis of culturally competent care.

- Credits: 5.0
- Prerequisites: All year-one and -two courses
- Pre/ Corequisites: SSC 360
- Corequisites: COM 320

NRS 340C COMMUNITY-BASED CARE ACROSS THE LIFESPAN CLINICAL PRACTICUM

The clinical practicum promotes integration of nursing process, including prioritization, into community-based care with children and adults. Caring, professional communication, dialogue and advocacy are used to build partnerships with families. Health care and economic policies and ethical decision-making are examined. Students incorporate beginning management and leadership principles and information from research to further develop professional roles.
NRS 345 PUBLIC HEALTH SCIENCE II

This course builds upon public health core concepts and principles introduced in Public Health Science I. Content focuses on epidemiology and special needs of aggregates at risk. Current and changing health care are critically analyzed in relation to local, state, national and global conditions and policies.

- Credits: 4.0
- Corequisites: NRS 340

NRS 350 ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING

The course incorporates concepts and principles of psychiatric mental health nursing, community health nursing and public health science that promote holistic health of diverse vulnerable communities. As students broaden self-awareness and understanding of human beings, major foci are on therapeutic communication, group process and advocacy for individuals, families, aggregates and communities. Students use enhanced critical-thinking skills and a caring approach to apply nursing process to problems with multiple causes. Students value teaching/learning principles, motivation, risk reduction and health promotion as integral to achieving desired outcomes. Theory and research related to the promotion of mental health, prevention and management of acute/chronic mental illness and population-based needs are explored. The roles of the nurse in community-based care, which include interdisciplinary collaboration, advocacy for social justice and professional leadership, are examined.

- Credits: 2.0
- Corequisite: NRS 350 (traditional); NRS 340 (ACE)

NRS 350C ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING CLINICAL PRACTICUM

The clinical practicum facilitates the synthesis of public health principles and physical and mental health concepts/interventions with diverse populations. This experience promotes the application of theory and skills in community-based health settings for acute and chronic mental illnesses. Nursing process is applied to a variety of population-based needs. Wide-ranging skills include the use of personal and community resources and collaborative problem solving leading to innovative solutions and desired outcomes. The roles of the nurse in community-based care are assumed. These roles include interdisciplinary collaborator, advocate, casefinder/manager, counselor, referral and change agent.

- Credits: 4.0
- Prerequisites: All year-one and -two courses, NRS 340/340C, SSC 360
  Pre/Corequisites: SSC 370, HUM 210, COM 320
  Corequisites: NRS 345, NRS 350C

NRS 377 NURSING BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

NRS 398 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.
NRS 399 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 0 – 6.0
- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 402 NURSING ASSESSMENT FOR RN'S

This course discusses theory and concepts of holistic health assessment across the lifespan. Advancement of skills in history taking, health assessment, and health promotion using concepts of evidence-based practice, critical thinking, genetics/genomics, quality and safety to provide caring, culturally-competent professional nursing care are emphasized. Students will collaborate with a preceptor to perform health assessments in a clinical setting.

- Credits: 3.0
- Prerequisites: Placement: Admission to the RN to BSN Program or RN to MSN Program

NRS 430 RN PROFESSIONAL SEMINAR

An introduction to nursing concepts of professional nursing practice will be the focus of this course (caring, change, culture, critical thinking, economics, and nursing process). This course will also help students to explore differences of BSN education and practice levels, professional issues, community-based education, and professional nursing roles.

- Credits: 3.0
- Prerequisites: Placement: Admission to the RN to BSN Program

NRS 445 NURSING THE GLOBAL SOCIETY

In this non-clinical course, students analyze current trends and issues within the profession of nursing. Students critically examine health care issues that impact a changing global community. Recommendations and solutions of current healthcare delivery issues concerning quality and safety are evaluated. Professional activism is explored. Health care policy and legal/ethical concerns are scrutinized within the framework of global nursing practice.

- Credits: 3.0
- Prerequisites: All year-one, -two and -three courses, COM 320
  Corequisites: NRS 450

NRS 446 COLLABORATIVE NURSING LEADERSHIP IN A GLOBAL SOCIETY

This course analyzes leadership and management theories in relation to trends in nursing and healthcare. The concepts of change, power, collaboration, gender dynamics, and advocacy will be examined and applied to the practice of nursing. Health care policy, legal aspects, and economic factors are explored as they relate to client care and professional nursing practice. Using a global perspective, students will analyze, evaluate and create possible solutions to nursing and healthcare issues.

- Credits: 3.0
- Prerequisites: Placement: Accelerated BSN students or Admission to the RN to BSN Program or RN to MSN Program

NRS 450 COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFE SPAN

This course focuses on the application of theory when caring for complex, high-risk clients across the lifespan. Students build upon research findings and previous knowledge to further develop critical thinking skills through the advanced nursing concepts presented in the
course. Students examine the roles of professional caregiver, teacher and manager with families in an interdependent world. Students expand strategies for dialogue, collaboration and advocacy within an increasingly complex global health care environment.

- **Credits:** 4.0
- **Prerequisites:** All year-one, -two and -three courses, COM 320
- **Pre/ Corequisites:** NRS ___ : Non-Clinical Nursing Elective, HUM ___ World of Ideas (Completion of 2 out of 3 World of Ideas courses)

### NRS 450C COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFE SPAN CLINICAL PRACTICUM

This clinical practicum provides opportunities for students to apply culturally diverse, holistic care with high-risk families across the lifespan. In the delivery of nursing care, students provide collaborative, complex care with families along the continuum of well being. When providing care in the changing health care environment, students promote autonomy, altruism, human dignity, integrity and social justice.

- **Credits:** 5.0
- **Corequisites:** NRS 450

### NRS 462 COMMUNITY-BASED CARE: COMPLEXITY OF AGING

This course focuses on the synthesis of humanistic/scientific principles and research in the care of the older adult with complex needs. Students use critical thinking skills to examine professional nursing care in the areas of health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation in the changing environments of the older adult. Holistic concepts including spirituality, sexuality, end-of-life and economics are expanded. The roles of the professional nurse in meeting the mutually identified needs of the older adult in the community are evaluated.

- **Credits:** 1.5
- **Prerequisites:** All year-one, -two, -three courses and NRS 445, NRS 450
- **Pre/ Corequisite:** HUM ___ World of Ideas (Completion of all 3 World of Ideas courses)
- **Corequisites:** NRS 462C, SSC 465

### NRS 462C COMMUNITY-BASED CARE: COMPLEXITY OF AGING CLINICAL PRACTICUM

The clinical practicum facilitates student implementation of the nursing process in the care of the older adult with complex needs. Dialogue and collaborative partnerships with clients and health care providers assist students to assume professional roles in complex health care with older adults. Ethical/legal accountability and responsibility are practiced through the roles of facilitator, collaborator, teacher, advocate, change agent, case manager, as well as care provider.

- **Credits:** 1.5
- **Corequisites:** NRS 462

### NRS 470 SENIOR SYNTHESIS

Students integrate concepts of the professional role into a personal philosophy of nursing. Using a problem-based learning approach, students critically evaluate research and refine decision-making skills. Leadership/management and legal/ethical principles provide a framework for classroom activities.

- **Credits:** 1.0
- **Prerequisites:** All year-one, -two, -three courses and NRS 462
- **Pre/ Corequisites:** HUM ___ World of Ideas (Completion of all 3 World of Ideas courses)
- **Corequisites:** NRS 470P, SSC 465

### NRS 470P SENIOR PRECEPTOR PRACTICUM
Students experience the role of the practicing nurse within a community-based learning environment. Students are assigned a RN preceptor to promote the development of confidence and competence in applying the skills and knowledge expected from a novice. Through the synthesis of prior knowledge, students apply management and communication skills to foster interdisciplinary collaboration. Students demonstrate responsibility and legal/ethical accountability in their professional role as caregiver, teacher and manager of client care.

- **Credits:** 2.0
- **Corequisites:** NRS 470

### NRS 476/ 476C COMMUNITY HEALTH NURSING

The course synthesizes concepts and principles of community health nursing and public health science that promote population centered health care in the community. Course theory incorporates the history of community health nursing, community health nursing standards, roles and functions of the community health nurse, Healthy People 2010 goals, case management, community assessment and diagnosis, program planning and evaluation, and evidenced-based practice in the community. Students evaluate strategies to improve the health status and eliminate health disparities of diverse vulnerable populations using ethical, advocacy, and social justice philosophies. The function and status of the US health care system and public health care system are analyzed as well as ethical and future challenges facing the respective systems. Public health content focuses on the application of the core functions and epidemiology, biostatistics, environment, global health, determinants of health, infectious disease, health surveillance, health behavior, disasters, and healthcare systems, policy, and delivery concepts. Current and changing community and public health issues are critically analyzed in relation to local, state, national, and global population health concerns and policies.

The focus of the clinical practicum is reducing risk, preventing disease, and promotion, maintaining, and restoring the health of populations through the delivery of health care services to individuals, families, and groups. The practicum experience provides students an opportunity to broaden knowledge of their own community and resources, collaborate with community/public health care professionals, apply theory and the nursing process in the delivery of population centered care, and to use community health nursing methods of assessment, intervention, and evaluation that are appropriate in a given situation.

- **Credits:** 6.0
- **Prerequisites:** Placement: Admission to the RN to BSN Program or RN to MSN Program

### NRS 477 NURSING BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

### NRS 480 COMPLEXITY IN NURSING

This course focuses on the synthesis of humanistic/scientific principles and research in the care of the complex client across the lifespan, with special emphasis on the older adult. Students use critical thinking skills to examine professional nursing care in the areas of health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation. The course is concept driven to include holism, including spirituality, sexuality, end-of-life and economics. The role of the professional nurse as a case manager, in meeting the mutually identified needs of the client, is evaluated.

- **Credits:** 3.0
- **Prerequisites:** Placement: Admission to the RN to BSN Program

### NRS 498 DIRECTED STUDY
Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

- **Credits:** 0 – 6.0
- **Prerequisites:** Permission of Program Director or Academic Dean of Nursing

**NRS 499 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- **Credits:** 0 – 6.0
- **Prerequisites:** Permission of Program Director or Academic Dean of Nursing

**NURSING NON-CLINICAL ELECTIVES**

**NRS 312 INFECTIOUS DISEASES: DON'T BUG ME**

In this course, students focus on greater in-depth knowledge of identification, treatment, and control of spread of selected infectious diseases across the lifespan. Students will explore the role of the healthcare professional through the process of prevention, identification, monitoring, reporting, control, and management of communicable diseases.

- **Credits:** 2.0
- **Prerequisites:** NRS 220

**NRS 325 CURRENT TRENDS AND CONTROVERSIES IN TRANSPLANTATION**

This course focuses on the transplantation system in the United States. The organizational framework will present indications, survival, and the transplant process of each type of transplant. Long-term complications of transplant, age-related issues, infectious complications, immunology, and immunosuppression will be depicted. Psychosocial, ethical, and financial issues in transplantation will be explored.

- **Credits:** 2.0
- **Prerequisites:** NRS 340

**NRS 355 TRANSCULTURAL PERSPECTIVES IN HEALTH & ILLNESS**

This course explores a variety of cultural influences that shape attitude and beliefs toward health and illness. The impact on the delivery of culturally competent health care is examined in light of the dynamic changes in the population of the United States and the global community. Cultural influences on health care policies and research are identified. The course design enhances professional health care providers’ perceptions and understanding, expanding their ability to critically think about the uniqueness of cultural perspectives. Emphasis is placed on communication and the application of caring and transcultural theory concepts.

- **Credits:** 2.0
- **Prerequisites:** NRS 220

**NRS 358 PARISH NURSING: BASIC PARISH NURSE PREPARATION**

This course is based on the accepted philosophy and practice of Parish Nursing and examines the roots of health and healing found in many religious traditions. Critical thinking strategies, such as Socratic questioning are used to analyze the spiritual dimension of health and healing for the practitioner as well as clients they serve. Using the standard core curriculum developed through the International Parish Nurse Resource Center as the foundation, students explore the practice of nursing in the faith community and its ministry.

- **Credits:** 2.0
- **Prerequisites:** NRS 220
NRS 361 PAIN MANAGEMENT

In this course, students focus on a greater in-depth knowledge of pain management. Students explore: neurophysiology of pain transmission/modulation; possible influence of psychosocial factors; pain assessment across the lifespan; differential aspects of acute and chronic pain; and the pharmacological and non-pharmacological interventions available in the management of pain. Professional responsibility and legal and ethical accountability for provision of pain management is emphasized through the study of nurses' attitudes toward pain including common prejudices and myths. Students examine leadership and teaching roles that use appropriate communication, caring concepts and change strategies to facilitate effective pain management in selected groups and families in the community.

- Credits: 2.0
- Prerequisites: NRS 240

NRS 362 EMPOWERING THE PROFESSIONAL NURSE

In this course students analyze the concepts of empowerment within the health care environment. The concept of empowerment is examined in relation to oneself as a person and a professional nurse. Empowerment issues are explored through incorporation of critical thinking strategies, empowerment theories and research findings.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 363 PERSPECTIVES ON GRIEF & SUFFERING

This course is designed to help students understand the emotional aspects of illness, grief, loss and crisis. It is based upon Watson's caring approach to the human person and focuses strongly on the psychological, social and spiritual aspects of client well being. Students examine common crises and changes that occur in human life. Students use critical thinking strategies and the nursing process to identify appropriate and professional nursing interventions. Communication and other caring approaches to clients in crisis are studied. Students are also involved in personal and professional reflections dealing with their own life experiences and life journey.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 364 A SURVEY OF COMPLEMENTARY AND ALTERNATIVE THERAPIES IN NURSING

This course, based on holism and caring theory, examines complementary and alternative therapies in nursing as an important aspect of patient care related to health maintenance and/or illness care. Cultural aspects as well as credibility issues related to specific therapies are investigated. Using current evidence-based information and research, students focus on integrating complementary and alternative therapies into the changing health care environment.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 365 HISTORY OF NURSING SEMINAR

This non-clinical nursing elective course allows students to gain insights to the history of the nursing profession in a seminar environment. The course employs readings about nursing in medieval and early modern periods through the Vietnam War, to examine the history of nursing. Historical figures and events are analyzed to promote understanding of the evolution of professional nursing. The close relationship between nursing and power dynamics is examined through exploration of nursing in the military.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 366 WOMEN'S HEALTH ISSUES
This course focuses on application of theory to the care of women during all facets of their life. Theory presented includes the physical, psychosocial, ethical, and spiritual issues that affect most women at varying developmental stages. Students synthesize the theoretical concepts of change, communication, multiculturalism, carative factors and impact of these in the community/world while analyzing holistic care of women.

- **Credits:** 2.0  
- **Prerequisites:** NRS 220

**NRS 367 VIOLENCE IN SOCIETY**

This course examines the concept of violence as it relates to the client on the intrapersonal, interpersonal and societal levels. Students explore violence-related issues across many settings and develop an awareness of legal and community responses based on critical thinking strategies and research findings. Students analyze the role of the professional nurse and the use of therapeutic communication, advocacy skills, carative factors and change theory in response to the increase of violence in society.

- **Credits:** 2.0  
- **Prerequisites:** NRS 340

**NRS 368 GENETICS FOR NURSING PRACTICE**

This course examines basic human genetics, including the role of genetics and genomics in the health of individuals and families. Students explore the function of genetics and genomics, including genetic transmission and the impact of genetics on selected health conditions. Students analyze the present and future role of the professional nurse regarding genetics including risk assessment; referrals; ethical, sociopolitical and legal concerns; and psychological consideration of clients.

- **Credits:** 2.0  
- **Prerequisites:** NRS 220

**NRS 369 LEADERSHIP DEVELOPMENT**

This non-clinical nursing elective provides an opportunity for nursing students to be recognized for the leadership and management skills developed through participation in National Student Nurses Association (NSNA) programs and governance activities. Through this course, students self-reflect on the competencies needed by future nurse leaders and managers. Students examine the leadership of a nurse in policy and professional activism.

- **Credits:** 2.0  
- **Prerequisites:** NRS 240  
- **Corequisites:** NRS 240

**NRS 371 BIO-PSYCHOSOCIAL PERSPECTIVES OF INTIMATE PARTNER VIOLENCE**

This course examines the concept of intimate partner violence as it relates to biological and psychosocial issues. Students explore intimate partner violence and related issues, analyzing both historical and contemporary situations. By having the exposure to a variety of community responses, students develop a sense of professional responsibility and legal/ethical accountability to intimate partner violence. Students analyze the role of the professional nurse and the use of evidence based practices to develop an understanding of assessment, documentation, advocacy and referral for survivors of intimate partner violence.

- **Credits:** 2.0  
- **Prerequisites:** NRS 240

**NRS 381 IMMERSION EXPERIENCE**

Nebraska Methodist College mission statement promotes educational experiences that are offered to students for their professional and personal development. Through focus study, analysis, and social action, these experiences may positively influence the health and well-
being of the community. This immersion course is an intensive community-based learning experience. Faculty and community leaders will serve as co-facilitators to assist students in building bridges of understanding and knowing one-another in a meaningful way.

- Credits: 2.0
- Prerequisites: Laredo and Rosebud: NRS 220

**MSN CORE**

**NRS 508 ISSUES IN ADVANCED NURSING ROLES**

This course explores the health care delivery system with specific consideration of economic, political, social, cultural, global, and professional influences. Legal, ethical, and economic issues for current and projected health care needs are addressed. The skills necessary for application and synthesis of biophysical sciences, psychosocial sciences, the humanities, and the science of caring are enhanced. Skills in critical thinking, decision making, and organizational leadership are included.

- Credits: 3.0
- Prerequisites: NRS 509 & NRS 513, or by permission.

**NRS 509 ADVANCED NURSING ROLES & PHENOMENA**

This course facilitates the transition of the nurse into the advanced nursing role. The contributions of five ways of knowing to nursing praxis are examined, and students reflect on the use of these ways in their own practice. To broaden understanding of the concerns of nursing, students explore concept analysis. Students compare and contrast qualitative research traditions/methods as a means to describe phenomena. Students begin to develop their professional portfolio based on program outcomes.

- Credits: 3.0
- Prerequisites: To be taken first semester or by permission

**NRS 513 MEASUREMENT & STATISTICAL CONCEPTS FOR DATA INTERPRETATION**

In this course, students apply nursing knowledge with theory and statistical methods to broaden understanding of nursing concepts and nursing outcomes. Measurement principles, descriptive statistics and relationships between variables are explored to better comprehend nursing and nursing phenomena. Using the framework of disparity and risk in a specific population, students apply content on variable association. Reports using statistics to compare groups and measure patient improvement over time are analyzed for implications for patient populations.

- Credits: 3.0
- Prerequisites: NRS 509 or by permission

**NRS 517 CRITICAL APPRAISAL OF KNOWLEDGE FOR PRACTICE**

The purpose of this course is understanding of research processes and interpretation of statistics to make accurate critical appraisals. Students apply the process of drawing conclusions, finding implications, and making recommendations based on an appraised study. Students learn to judge relative merits of studies in answering particular research questions. Questions of the fit of evidence or theory within an identified agency or institutional setting are explored.

- Credits: 3.0
- Prerequisites: NRS 509 & NRS 513, or by permission.

**NRS 519 SYNTHESIS AND USE OF KNOWLEDGE FOR EVIDENCE-BASED PRACTICE**

Students will search for and synthesize evidence to answer a PICO question. Major sources of research and best practices guidelines are identified. Students use practice sites to examine theory and strategies to promote change and improve outcomes during the implementation of a recommendation. Elements of evaluation of a) the adoption of innovation and b) the improvement in outcomes are discussed.
NRS 592 CAPSTONE I

In this first course of the capstone sequence, students will synthesize concepts related to research, practice, education and leadership content as well as experiences learned throughout the master's programs of study. Groups of students will collaboratively begin a group-selected evidence-based project. Emphasis is placed on the process of identifying a nursing problem (PICO [T]), searching and critically appraising the literature with development of a summary matrix table.

- Credits: 2.0
- Typically taken in the second to last semester, or by permission.

NRS 594 CAPSTONE II

In this second course of the capstone sequence, students will synthesize concepts related to research, practice, education and leadership content and experiences learned throughout the master's program of study. Groups of students will collaboratively complete the group-selected evidence-based project begun in NRS 592. Emphasis will be on the process of completing an evidence-based manuscript suitable for publication in a peer-reviewed journal, a poster presentation suitable for delivery at a local, national or regional conference or a webinar presentation.

- Credits: 2.0
- Typically taken in the last semester, or by permission.

NURSE EDUCATOR TRACK

NRS 516 TEACHING-LEARNING PRINCIPLES FOR NURSING EDUCATION

Teaching-learning principles and holistic adult education theories appropriate for college level students are examined. Learning theory that emphasizes andragogy and its related concepts such as transformational learning, reflective learning and self-directed learning is included. Motivational and personality characteristics for the broader social system are discussed and evaluated as are specific considerations with regard to ethnic, cultural, and other diversity topics.

- Credits: 3.0
- Prerequisites: NRS 509 & NRS 513, or by permission

NRS 518 INSTRUCTIONAL METHODS

This course analyzes teaching strategies and modalities relevant to classroom, online and clinical teaching in nursing education. Fundamental concepts and principles in educational and psychological measurement of learning are explored.

- Credits: 3.0
- Prerequisites: NRS 509, NRS 513 & NRS 516, or by permission.

NRS 523 CURRICULUM/PROGRAM DEVELOPMENT & EVALUATION

This course concentrates on curriculum and program development for nursing education, with interdisciplinary considerations. The purposes, functions, design, and implementation of curriculum and program development are examined. Students will be expected to apply previous classroom and experiential learning and research to the exploration of various basic curricula and program designs.

- Credits: 4.0
- Prerequisites: All program course work except NRS 524, NRS 592, and NRS 594, or by permission.

NRS 524 PRACTICUM IN NURSING EDUCATION
Working with a preceptor during 126 contact hours, students have the opportunity to synthesize learning and experiences into strategies and designs for nursing education. Multiple teaching-learning theories, designs, and strategies are employed. Included in this practicum is direct contact with undergraduate students in the classroom and clinical environment for those students with less than three years of teaching experience. For those students with more than three years of teaching experience in both the classroom and clinical environment, practicum experiences expand competencies related to the nurse educator role.

- **Credits:** 4.0
- **Prerequisites:** All program course work except NRS 592 and NRS 594, or by permission.

**NRS 546 ADVANCED HEALTH ASSESSMENT/PATHOPHYSIOLOGY/PHARMACOLOGY**

This course provides the theoretical foundation to obtain a complete and accurate health database, including history and holistic assessment, across the lifespan. Physiologic changes and clinical manifestations that occur as a result of disease, as well as drug therapy used to treat or affect health status are integrated to facilitate critical analysis of collected assessment data and support clinical decision-making. Precepted clinical experience allows for practical application of course theory.

- **Credits:** 3.0
- **Prerequisites:** Admission to the MSN Program or by permission.

**NURSE EXECUTIVE TRACK**

**NRS 550 ORGANIZATIONAL BEHAVIOR & STRUCTURE**

This course explores behavioral science literature and theories that are relevant to the study of individual and group behavior within healthcare organizations. This course will promote an understanding of how and why people and groups behave the way they do in the workplace. Theories and concepts related to motivation, change, chaos, complexity, crisis, communication, team building, healthy work environments, toxic organizations, conflict resolution, and organizational development, structure and culture will be explored.

- **Credits:** 3.0
- **Prerequisites:** NRS 509 & NRS 513, or by permission.

**NRS 552 ROLE OF THE NURSE EXECUTIVE I: LEADING AN ORGANIZATION**

The major focus of this course will be the planning, organizing, and coordinating aspects of management. The role of the nurse executive from the perspective of transformational, quantum, and organizational leadership theories will be explored. The concepts of creating a vision, planning, power, risk-taking, decision-making, reflective practice, emotional intelligence and competence, forces of magnetism, AONE and IOM competencies, and personal and professional responsibility and accountability will be discussed.

- **Credits:** 3.0
- **Prerequisites:** NRS 509, NRS 513 & NRS 550, or by permission.

**NRS 554 ROLE OF THE NURSE EXECUTIVE II: HUMAN RESOURCE MANAGEMENT**

This course will focus on the directing and controlling or human resource management (HRM) aspects of the management process. Under the umbrella of quantum and transformational leadership, topics to be covered include delegation, motivation, staffing, empowerment, employee engagement, recruitment and retention strategies, employee selection, performance evaluation, compensation, staff development, coaching/mentoring, disciplinary action, cultural competence and diversity in the workplace, and legal issues associated with human resource management.

- **Credits:** 3.0
- **Prerequisites:** NRS 509, NRS 513 & NRS 550, or by permission.

**NRS 558 ROLE OF THE NURSE EXECUTIVE III: FINANCIAL MANAGEMENT & ECONOMICS**
The history of health care reimbursement, economics and health care, accounting principles and information systems for data retrieval will serve as the introduction to budget principles, development, variances, and strategies. Strategic management, business plans, cost-benefit analysis, cost-effectiveness analysis, collective bargaining, productivity, marketing, staffing, and patient classification systems will be discussed from a financial perspective. Students will use Excel for solving financial problems and budgeting exercises.

- Credits: 4.0
- Prerequisites: All program course work except NRS 559, NRS 592, and NRS 594, or by permission.

**NRS 559 PRACTICUM: MANAGEMENT, IMPROVEMENT, AND EVALUATION IN HEALTH CARE ORGANIZATIONS**

Each student will choose a health care setting (acute care, long term care, etc.) to work 126 contact hours with a nurse executive/administrator who will serve as a preceptor. Throughout this course, the student will synthesize management and leadership principles into the nurse executive role. The student must identify a project or topic for improvement, develop a strategy for improvement, use evidence and theory to support the proposed improvement strategy, implement and evaluate the improvement strategy and share the findings and outcomes of the project.

- Credits: 4.0
- Prerequisites: All program course work except NRS 592 and NRS 594, or by permission.

**DOCTOR OF NURSING PRACTICE**

**NRS 686 RURAL NURSING**

This course analyzes the major concepts of public health and health determinants in rural communities. Theories and models of rural nursing will be examined to provide a broad understanding of the characteristics of health care in rural settings. Concepts explored throughout the course enhance the competence of nurse leaders and educators to address the challenges and develop the opportunities of nursing in a rural setting.

- Credits: 3.0

**NRS 694 TEACHING, LEARNING & INSTRUCTIONAL METHODS**

This course provides the foundation in educational principles for the advanced practice nurse. Learning theories and best practices provide the basis for analyzing the concept of learning in the cognitive, psychomotor, and affective domains. Teaching strategies to facilitate student learning in the classroom, clinical, practice, and online environment will be examined. Legal, ethical, and professional faculty responsibilities in higher education are explored.

- Credits: 3.0

**NRS 698 CURRICULUM PLANNING & EVALUATION**

This course focuses on curriculum planning, design, implementation, and evaluation. The concept of curriculum will be explored at the individual course level and at the program level. Best practices in education will be incorporated into curriculum design. The influence of regulatory and accrediting bodies on the curriculum will be examined.

- Credits: 3.0

**NRS 700 PROGRAM ORIENTATION**

This course provides the doctoral program orientation for Nebraska Methodist College. Emphasis will be placed on program delivery modalities, resource utilization, and scholarly writing. Students must complete this course on campus.

- Credits: 0.0
**NRS 706 SUMMER INTENSIVE**

This course focuses on the development and validation of essential advanced practice nursing skills necessary in primary care practice. Assessment, diagnostic methods, and procedures for patients of all ages are addressed via simulation and case studies.

- **Credits:** 1.0
- **Prerequisites:** NRS 712, SCI 716 & SCI 720

**NRS 712 ADVANCED HEALTH ASSESSMENT**

This foundational course provides the theoretical and clinical assessment skills essential for advanced nursing practice. Comprehensive history taking and holistic assessment necessary to differentiate normal from abnormal findings and potential diagnosis will be emphasized. Case study analysis and application in the clinical setting provides the basis for interpretation of diagnostic findings for individuals and families in the ambulatory and acute care setting.

- **Credits:** 3.0

**NRS 738 THEORY FOUNDATION**

The development and meaning of theories relevant to nursing practice will be examined. Theory development, evaluation, and application will be analyzed in relationship to the advancement of nursing practice through scientific and clinical inquiry, which leads to evidence-based practice.

- **Credits:** 3.0

**NRS 742 NURSING RESEARCH**

This course provides an in-depth study of the design and conduct of health care research with emphasis on identifying researchable clinical, educational, and health care delivery problems. Analysis and interpretation of data from qualitative and quantitative research designs will be emphasized. Students will begin to investigate and develop their capstone question and complete a systematic literature review to support the capstone project.

- **Credits:** 3.0
- **Prerequisite:** SSC 730

**NRS 746 ROLE DEVELOPMENT OF APRN**

This course examines the theoretical principles that guide practice of the Advanced Practice Nurse (APRN). Emphasis will be placed on the roles of the APRN which include clinician, clinical leader, and educator.

- **Credits:** 3.0

**NRS 750 HEALTHCARE FINANCE**

This course provides the basics of economic theory, market drivers and restraints, health care finance and reimbursement, cost/ benefit analysis and health care entrepreneurship. The financial environment of health care and how it impacts the advanced nurse practice role is examined. The relationship between health care economics, health policy, program development, and clinical practice is explored.

- **Credits:** 3.0

**NRS 754 HEALTHCARE POLICY**
This course provides a foundation for analyzing the social and political forces that influence health care policy decisions. The relationship between health policy, social justice, and nursing practice will be explored. Students will examine current health care policy and factors which influence policy development. The DNP's contribution to the health care policy making process will be investigated.

- **Credits:** 3.0

**NRS 758 HEALTH SYSTEMS, INFORMATICS & LEADERSHIP**

This course provides an overview of contemporary nursing and health care systems and organizations. Within this overview the research, health policy, regulation, and law are examined from the perspective of how these factors shape health care organizations. Available technology tools to interpret and organize health data is investigated in relation to health system productivity. This course synthesizes leadership and system theory into understanding the health care industry and program development to become a leader in patient centered care and positive health outcomes.

- **Credits:** 3.0

**NRS 802 ADULT NURSING THEORY I**

This course provides the theoretical foundation for clinical role development and skills required in primary care delivery for young to middle aged adults with common acute and chronic health problems. Interviewing skills and a methodical comprehensive approach needed to formulate differential diagnoses are emphasized. This course encourages the development and implementation of an evidence-based client management plan based on advanced health and health promotion competencies. This course promotes a holistic approach incorporating health assessment, clinical and diagnostic reasoning, and pathophysiological and phamacotherapeutic principles.

- **Credits:** 3.0
- **Prerequisites/Corequisites:** NRS 706, NRS 712, SCI 716, SCI 720 & NRS 746

**NRS 806 PRACTICUM I**

This course provides clinical experience in providing care for individuals across the life span with common acute and chronic health problems in an ambulatory care setting. Attention will be given to clinical role development and skills required in care delivery for primary care of individuals across the life span. Interviewing skills and a methodical comprehensive approach needed to formulate differential diagnoses are emphasized. Clinical expectations include the development and implementation of an evidence-based client management plan that addresses the client holistically with an emphasis on health promotion.

- **Credits:** 3.0
- **Prerequisites:** NRS 706, NRS 712, SCI 716, SCI 720, NRS 746 & NRS 802

**NRS 812 ADULT NURSING THEORY II**

This course provides the theoretical foundation for clinical role development and skills required in care delivery for primary care of adults with a focus on the older adult with common acute and chronic health problems. Biological and developmental aging theory will serve as the basis for understanding the unique care needs of this population. Primary, secondary, and tertiary health promotion interventions will be explored in relation to individual needs and values.

- **Credits:** 3.0
- **Prerequisites:** NRS 802

**NRS 816 PRACTICUM II**

This course provides the foundation for clinical role development and skills required in care delivery for primary care of adults, particularly older adults with common acute and chronic health problems. Emphasis will be placed on addressing long-term alterations in functional health patterns as well as management of acute health status changes. This course allows for development and implementation of a holistic
approach to care for the well older adult through end of life care. Health assessment, clinical and diagnostic reasoning, and pathophysiological and pharmacotherapeutic principles will be incorporated to provide evidence-based care to this population.

- **Credits:** 3.0
- **Prerequisites:** NRS 806, NRS 812 & NRS 822

**NRS 822 WOMEN AND CHILDREN NURSING THEORY**

This course provides the theoretical foundation for clinical role development and skills required in care delivery for primary care of infants, children, adolescents, and child-bearing women with common acute and chronic health problems. Application of theories and advanced nursing strategies in health promotion will be emphasized. This course provides the foundation for providing primary health care for the identified population and their families.

- **Credits:** 3.0
- **Prerequisite:** NRS 802

**NRS 826 PRACTICUM III**

This course provides the foundation for clinical role development and skills required in care delivery for primary care individuals across the lifespan with common acute and chronic health problems. Clinical application of knowledge necessary to provide care for this population will include the advanced practice nurse role in health promotion, disease prevention, and management of stable health problems. Health assessment, clinical and diagnostic reasoning, and pathophysiological and pharmacotherapeutic principles will be incorporated to provide evidence-based care to this population.

- **Credits:** 3.0
- **Prerequisites:** NRS 812, NRS 816 & NRS 822

**NRS 832 POPULATION-BASED HEALTHCARE**

This course provides theoretical foundation for clinical role development and skills required identify care needs at a population level and strategies to improve population outcomes. The course focus is on translational research and the application of evidence-based concepts essential to delivery of population based health care practice. Analysis of the impact of social, cultural, ecological, and systems across various populations will be emphasized throughout the course. A portion of this course requires on-campus completion.

- **Credits:** 3.0
- **Prerequisites:** NRS 802, NRS 812 & NRS 822

**NRS 836 PRACTICUM IV**

This course provides clinical experience in providing care for individuals across the lifespan with common and acute chronic health problems in the ambulatory care setting. Attention to comprehensive and holistic assessment, clinical management, therapeutic monitoring, and coordination of health promotion and health care is anticipated.

- **Credits:** 3.0
- **Prerequisite:** NRS 826

**NRS 840 RESIDENCY**

This course is an advanced nursing practicum that provides an opportunity for the student to integrate and synthesize knowledge and skills acquired in doctoral course work. In consultation with their DNP faculty advisor, students will select an area of clinical practice relevant to career aspirations. This residency provides the culmination experience for developing clinical knowledge and skills that demonstrate essentials of doctoral education for advanced nursing practice.

- **Credits:** 3.0
• **Prerequisites:** NRS 802, NRS 806, NRS 812, NRS 816, NRS 822, NRS 826, NRS 832 & NRS 836

**NRS 880 CAPSTONE I**

This is the first of a four-course series that provides an opportunity for the DNP student to participate in the completion of a scholarly project proposal. The project will focus on a practice problem within a specific population and contribute to the advancement of nursing practice. Students will examine the elements of a proposal and identify a practice problem of interest. Students will conduct a scholarly literature review related to a practice problem and critically appraise the evidence. Students will apply a theoretical framework as a foundation for a clinical project.

• **Credits:** 1.0  
• **Prerequisites:** SSC 730, SSC 734 & NRS 742

**NRS 882 CAPSTONE II**

This is the second of a four-course series that provides an opportunity for the DNP student to participate in the completion of a scholarly project proposal. In collaboration with a faculty mentor, the student will examine the essentials of scientific writing through completion of a capstone project proposal and program implementation planning.

• **Credits:** 3.0  
• **Prerequisite:** NRS 880

**NRS 886 CAPSTONE III**

This is the third of a four-course series that provides an opportunity for the DNP student to participate in the completion of a scholarly project proposal. In collaboration with a faculty mentor, the student will refine and implement the capstone proposal.

• **Credits:** 3.0  
• **Prerequisite:** NRS 882

**NRS 890 CAPSTONE IV**

This is the last of a four-course series that provides an opportunity for the DNP student to participate in the completion of a scholarly project proposal. This course will focus on translation and dissemination of capstone project findings.

• **Credits:** 1.0  
• **Prerequisite:** NRS 886

**NRS 894 CLINICAL INQUIRY FOR THE DNP**

This course facilitates student's synthesis, integration, and translation of knowledge and skills within the context of health care delivery and population based health care. Within a collaborative environment and under the direction of a faculty advisor, students will plan, implement, evaluate, and disseminate a capstone project.

• **Credits:** 9.0  
• **Prerequisite:** NRS 880

**PHYSICAL THERAPIST ASSISTANT**

**PTA 100 INTRODUCTION TO PHYSICAL THERAPY**

Students learn about the history of the field of Physical Therapy, and the role of the Physical Therapist Assistant. Expectations for professional behavior and ethical practice within the field are made explicit. The role and scope of members of the physical therapy team...
are examined, and major areas of practice are explored. Roles of other members of the health care team are presented, along with team approaches that exist in health care. Communication and human relations, including individual and cultural differences, are discussed as they relate to the health care field. The course also introduces the topics of confidentiality, quality assurance, licensure, applied medical terminology, documentation, basic research procedures, evidence based practice and current issues affecting the field.

- Credits: 2.0
- Prerequisites: Admission to the PTA Program.

PTA 105 FUNCTIONAL ANATOMY FOR THE PHYSICAL THERAPIST ASSISTANT

The student is introduced to the essentials of functional anatomy as related to the study of muscle origin, insertion, action and innervation. Basic terminology and concepts of applied kinesiology and physics are covered. Laboratory experiences include visualizing cadaver dissections and obtaining a working knowledge of applied surface anatomy.

- Credits: 3.0
- Prerequisites: Admission to the PTA Program.

PTA 115 BASIC SKILLS IN PATIENT CARE WITH LAB

The student explores the principles and practices of physical therapy including but not limited to: positioning and draping, body mechanics, transfers, infection control, wheelchair management, ambulation aids and self-care instruction.

- Credits: 2.0
- Prerequisites: Admission to the PTA Program.

PTA 120 THERAPEUTIC EXERCISE I WITH LAB

The student is exposed to foundational principles and practices of physical therapy including but not limited to: posture awareness, manual muscle testing, range of motion measurement and exercise, stretching and strengthening techniques, joint integrity and mobility, soft tissue mobilization, pulmonary physical therapy techniques, PNF patterns and pain measurement.

- Credits: 3.0
- Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 116

PTA 130 THERAPEUTIC MODALITIES WITH LAB

Students examine the theory, principles and application of physical therapy modalities including but not limited to: therapeutic heat and cold, traction, biofeedback, ultrasound, electrical stimulation, hydrotherapy, iontophoresis, and laser. Theory and principles of diathermy, infrared, ultraviolet, and compression therapies are taught.

- Credits: 4.0
- Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 116

PTA 177 PHYSICAL THERAPIST ASSISTANT BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Physical Therapist Assistant Program for one semester or longer, or have reapplied and been reaccepted. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Physical Therapist Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0-6.0
PTA 190 PTA CLINICAL I: ORIENTATION

This clinical course entails 12 hours of orientation at the clinical site assigned for Clinical II. Students will become acclimated to clinic policies, procedures, equipment, patients, and responsibilities of staff and expectations for student performance.

- **Credits:** 0.0
- **Prerequisites:** PTA 120, PTA 130

PTA 200 CLINICAL EXPERIENCE II

This course provides clinical observation, application and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Knowledge and skills learned in previous general education courses and PTA program courses are applied in the clinical setting. Students hone skills practiced in the first year of the Program, and take a more active role in patient treatment, education, and communication with members of the healthcare team in the clinic and with their peers through discussion board assignments. Tools used in the clinical setting for quality assurance are explored in a formal paper.

- **Credits:** 4.0
- **Prerequisites:** PTA 190, SCI 206

PTA 210 ORTHOPEDIC ISSUES WITH LAB

This course includes classroom and laboratory instruction on rehabilitation of patients with surgical and non-surgical orthopedic injuries. General surgical protocols, medical imaging techniques, taping techniques, orthotics, breathing exercises and other techniques for optimum physical performance are covered. Students apply and modify therapeutic exercise techniques for the orthopedic patient.

- **Credits:** 4.0
- **Prerequisites:** Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 215 PEDIATRIC AND NEUROLOGIC DISORDERS WITH LAB

Students learn about pediatric and neurologic dysfunction and interventions for patients across the lifespan. Concepts include: fundamentals of nervous system operation, motor development, motor control and motor learning, positioning and handling, components of sensory, motor and functional data collection, and application and progression of mobility training and therapeutic interventions for pediatric and neurologic patients.

- **Credits:** 4.0
- **Prerequisites:** Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 220 THERAPEUTIC EXERCISE II WITH LAB

This course covers a variety of topics relevant to the practice of physical therapy. These topics include: cardiopulmonary responses to exercise, aquatic therapy, ergonomic assessment, industrial rehabilitation, wellness, core strengthening, advanced stretching and strengthening techniques, gait analysis, goal setting, balance training, joint mobilization, and soft tissue injury, repair and remodeling.

- **Credits:** 3.0
- **Prerequisites:** Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 228 SPECIAL TOPICS IN PHYSICAL THERAPY WITH LAB

This course covers a variety of topics relevant to the practice of physical therapy. These topics include: rehabilitation for patients with burns, wounds, amputations and cancer; cardiopulmonary rehabilitation; rehabilitation for geriatric patients; alternative medicine; women's health; and rehabilitation for the athlete.

- **Credits:** 3.0
- **Prerequisites:** Satisfactory completion of all technical & clinical coursework to this point in the curriculum
PTA 230 MEDICAL ETHICS, LAW & HEALTH CARE ADMINISTRATION**

This course includes classroom instruction, group discussion and case studies in legal and ethical issues affecting the practice of physical therapy. In addition, various administrative topics, for example; patient confidentiality, proper documentation for demonstration of skilled services as well as how documentation drives compliance and reimbursement will also be covered. The importance of professionalism, professional communication, both written and verbal, will also be stressed throughout this course.

**This course begins one week earlier than the traditional spring term.

- Credits: 3.0

PTA 240 CLINICAL EXPERIENCE III

This course includes clinical observation, application, and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Knowledge from coursework to date is applied in the clinical setting. Students explore evidence-based practice and produce a formal paper on treatment for a patient seen in the clinical setting.

- Credits: 5.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.

PTA 260 CLINICAL EXPERIENCE IV

This course follows PTA 240 and provides continued clinical application and practice of physical therapy procedures in a clinical setting different from PTA 240. Knowledge from previous general education and PTA courses is applied under the direction and supervision of the Clinical Instructor. Students apply communication skills learned throughout the program in the presentation of a formal in-service at the clinical site.

- Credits: 6.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.

PTA 277 PHYSICAL THERAPIST ASSISTANT BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Physical Therapist Assistant Program for one semester or longer, or have reapplied and been reaccepted. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Physical Therapist Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

PTA 280 PTA SEMINAR

This course covers topics used to help the entry-level PTA pass the national exam, gain employment, increase knowledge of licensing requirements and develop within the field of Physical Therapy.

- Credits: 1.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.

RADIOLOGIC TECHNOLOGY

RAD 107 RADIOLOGY FUNDAMENTALS AND CLINICAL ASSESSMENT
This course introduces the field of radiology and basic skills required to perform duties in a patient care environment. Topics include patient care in the radiology department, vital signs, specific laboratory test, infection control, sterile procedures, and contrast media. The student will also be required to complete a CPR class in conjunction with this course.

- **Credits:** 3.0
- **Prerequisites:** Program Admission

**RAD 115 RADIOGRAPHIC IMAGING I**

This course presents a foundation of knowledge regarding the creation and recording of radiographic images, including the factors that dictate the nature and outcomes of the process. The student will understand photon interaction, visual perception of a radiograph, prime factors affecting radiographic quality, and the influence of body habitus and pathology in radiology. This course introduces the student to the concepts associated with radiation protection for the patient, public, and personnel. The student will examine analog film properties, beam restrictors, filters, intensifying screens, and grids.

- **Credits:** 3.0
- **Prerequisites:** RAD 107

**RAD 121 RADIOGRAPHIC PROCEDURES/POSITIONING I**

This course introduces the student to radiographic positions and procedures related to the thoracic cavity, abdominal, and appendicular skeleton. Radiographic procedures include chest, abdomen, upper extremity, shoulder girdle, and lower extremity. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

- **Credits:** 2.0
- **Prerequisites:** RAD 107

**RAD 121L RADIOGRAPHIC PROCEDURES/POSITIONING I LAB**

This course compliments RAD121 and demonstrates the practical application of radiographic positioning of the thoracic cavity, abdominal, and appendicular skeleton. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

- **Credits:** 2.0
- **Prerequisites:** RAD 107

**RAD 122 RADIOGRAPHIC PROCEDURES/POSITIONING II**

This course introduces the student to the radiographic positions and procedures related to the pelvis, spinal column including sacrum and coccyx, and bony thorax. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

- **Credits:** 2.0
- **Prerequisites:** RAD 121, RAD 121L

**RAD 122L RADIOGRAPHIC PROCEDURES/POSITIONING II LAB**

This course compliments RAD122 and demonstrates the practical application of radiographic positioning of the pelvis, spinal column, and bony thorax. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

- **Credits:** 1.0
- **Prerequisites:** RAD 121/121L

**RAD 140 RADIATION BIOLOGY & PROTECTION**
This course emphasizes the effects of radiation on living systems and the principles of protection against that impact. This course explores the effect of radiation on the human body, including cells, tissues, and the body as a whole. There is a deep exploration of the biological reactions to radiation, including acute and chronic affects. This course emphasizes the radiographer’s responsibilities for ensuring radiation protection for patients, personnel, and the public.

- **Credits:** 2.0
- **Prerequisites:** RAD 115

### RAD 160 CLINICAL PRACTICUM I

This course provides an opportunity for the student to learn radiologic technology and related skills in a variety of clinical settings. Students focus on the care and assessment of patients, drawing upon cognitive, affective, and psychomotor skills, while becoming acclimated to the clinical environment. Both the observation and performance of medical imaging occurs under the supervision of a registered radiologic technologist. During this semester, students must attain identified competency levels.

- **Credits:** 3.0
- **Prerequisites:** RAD 107

### RAD 162 CLINICAL PRACTICUM II

This course provides clinical experience geared to the attainment of designated competencies. The clinical learning process concentrates on imaging procedures applicable to the axial skeleton. Student concentration on outcome assessment and their mastery of co-requisite radiographic positioning skills presented in RAD 121/ RAD 121L continues during this clinical experience.

- **Credits:** 2.0
- **Prerequisites:** RAD 160

### RAD 165 RADIOGRAPHIC IMAGING II

This course presents information geared towards the analysis of actual radiographic images including the properties associated with density, contrast, film sensiometry, recorded detail, and distortion. Students learn techniques for overcoming problems in evaluating images and come to appreciate the importance of minimum standards for imaging and the factors that can enhance or diminish image quality. The student will also emerge from the course with a solid understanding of radiographic, fluoroscopic, and tomographic equipment requirements and design. A comparison of analog to computed/digital radiographic systems will be compared along with factors that govern radiographic technique selection.

- **Credits:** 3.0
- **Prerequisites:** RAD 115

### RAD 177 RADIOLOGIC TECHNOLOGY BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Radiologic Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Radiologic Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

### RAD 210 RADIOGRAPHIC PATHOLOGY

This course introduces the student to the radiographic appearance of disease and clinical manifestations. An overview is presented on all major body systems, including common radiographic pathologies identified in the profession.
RAD 215 RADIOGRAPHIC IMAGING III

This course explores the natural process behind x-ray production. Topics include electrodynamics, magnetism, generators and motors, production and control of high voltage, x-ray circuitry, and the properties of x-rays. Course discussion will also include total quality management of a radiology department, exploring the theory and practice of quality assurance. The use of department quality assurance test tools, interpretation or results, and management of a quality assurance program through record keeping is presented.

RAD 220 RADIOGRAPHIC PROCEDURES/POSITIONING III

This course introduces the student to the radiographic positions and procedures related to the digestive system, urinary/reproductive, and headwork to include skull, facial bones, and paranasal sinuses. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed. This course will also introduce students to proper venipuncture techniques.

RAD 220L RADIOGRAPHIC PROCEDURES/POSITIONING III LAB

This course compliments RAD 220 and demonstrates the practical application of radiographic positioning of the digestive system, urinary system, and radiographic headwork to include skull, facial bones, and paranasal sinuses. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

RAD 261 CLINICAL PRACTICUM III

This course centers on the attainment of competencies that require higher levels of cognitive, affective, and psychomotor skills. Surgical radiographic procedures and fluoroscopy of physiological body systems are enhanced during this learning experience. Students gain a mastery of knowledge garnered from previous clinical assignments, focusing particularly on objective assessment of their acquired skill levels.

RAD 263 CLINICAL PRACTICUM IV

This course continues to center on student attainment of clinical competencies with various radiographic procedures. The student will continue to complete radiographic procedures under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired.

RAD 264 CLINICAL PRACTICUM IV
This course continues to center on student attainment of clinical competencies with various radiographic procedures. The student will continue to complete radiographic procedures under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired.

- **Credits:** 3.0  
  - **Prerequisites:** RAD 261

**RAD 265 CLINICAL PRACTICUM V**

During this course of instruction, students attain completion of all clinical competencies as mandated by the American Registry of Radiologic Technologists (A.R.R.T.). Clinical attainment of radiographic procedures continues under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired. Students diversify their clinical knowledge as they explore additional learning opportunities in other advanced imaging modalities.

- **Credits:** 3.0  
  - **Prerequisites:** RAD 263

**RAD 270 RADIOGRAPHIC SEMINAR**

This course is designed as a capstone learning experience for the student in preparation of sitting for the A.R.R.T. certification examination in radiography. Students prepare for professional employment and continuous learning by integrating and synthesizing their professional knowledge, skills, and attitude. Students demonstrate competencies for professional employment at the entry-level and the capacity to pursue lifelong professional growth.

- **Credits:** 3.0  
  - **Prerequisites:** Completion of all radiography professional coursework, excluding RAD 255 and RAD 222 taken concurrently.

**RAD 277 RADIOLOGIC TECHNOLOGY BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Radiologic Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Radiologic Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

**RAD 499 INDEPENDENT STUDY: CLINICAL**

This course offers the student a clinical externship for the RAD 420, RAD 430, and RAD 440 courses of instruction. The course will allow the student to apply didactic instruction to the advanced imaging modality of choice in a clinical setting. Specific objectives, goals, clinical competencies, and clinical schedules will be developed with the student prior to the start of the clinical internship.

- **Prerequisites:** Instructor permission.

**RESPIRATORY CARE**  
*Subject to curricular approval*

**RCP 125 CLINICAL ASSESSMENT & PROCEDURES**

Students learn to assess physical signs and symptoms relating to respiratory therapy in a laboratory setting. In addition, students begin medical chart interpretation. Procedures in hospital protocol, infection control and patient mobility / body mechanics are studied.
RCP 177 RESPIRATORY CARE BRIDGE COURSE

This course is designed to meet the needs of students who have left the NMC Respiratory Care Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- Credits: 1.0 - 6.0

RCP 200 INTRODUCTION TO RESPIRATORY CARE CLINICAL PRACTICE I

This course combines classroom, laboratory and clinical experience as an introduction to therapeutic modalities and hospital protocol. Basic cardiopulmonary assessment and therapeutic modalities are practiced in a clinical setting. Students are evaluated on affective skills such as communication, ethical behavior and professionalism.

- Credits: 4.0
- Prerequisites: All year-one courses. Corequisites: RCP 210

RCP 210 CARDIOPULMONARY PHYSIOLOGY

A comprehensive study of pulmonary and cardiovascular physiology as it applies to respiratory care. Emphasis is on integrating therapeutic and clinical application of pulmonary function, acid-base balance, neurogenesis and mechanics of ventilation, O2 and CO2 transport, ventilation versus perfusion, and hemodynamic relationships as they relate to acute and chronic diseases.

- Credits: 3.0
- Prerequisites: All year-one courses Corequisites: RCP 200

RCP 220 RESPIRATORY CARE CLINICAL PRACTICE II

This course is a continuation of RCP 200. Students will complete clinical rotations in therapeutic modalities, surgery, ECG and pediatrics. Students are introduced to the adult intensive care unit and will continue to be evaluated in affective skills. Students will participate in weekly clinical discussions and case study presentations.

- Credits: 6.0
- Prerequisites: RCP 200, RCP 210 Corequisites: RCP 240, RCP 260

RCP 240 PRINCIPLES OF RESPIRATORY CARE

This course is an introduction to basic respiratory care equipment. Theories and procedures will be presented along with a structured laboratory experience to prepare students for those skills required in proper delivery of various basic respiratory therapy modalities, to include aerosol/ humidity therapy, oxygen therapy, medical gas therapy, bronchial hygiene, lung expansion therapy and infection control. The student will learn how these modalities are used in the treatment of various cardiopulmonary diseases.

- Credits: 4.0
- Prerequisites: RCP 200, RCP 210 Corequisites: RCP 220, RCP 260

RCP 260 MECHANICAL VENTILATION I
An introduction to the assessment and management of acute and chronic patients who need airway care. Emphasis is upon indications, complications and maintenance of artificial airways and mechanical ventilators. Structured laboratory time is included to apply the theoretical principles of mechanical ventilation.

- **Credits:** 3.0
- **Prerequisites:** RCP 200, RCP 210 Corequisites: RCP 220, RCP 240

**RCP 277 RESPIRATORY CARE BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Respiratory Care Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

**RCP 280 RESPIRATORY CARE TRANSITION**

This transition course is designed to enable the entry-level respiratory care practitioner to achieve advanced placement. Emphasis is upon assessment of theoretical knowledge and laboratory and clinical skills necessary for advanced placement in the respiratory care program.

**RCP 300 RESPIRATORY CARE CLINICAL PRACTICE III**

This course is a continuation of RCP 220. Students will complete clinical rotations in diagnostic procedures/monitoring, advanced assessment skills, pulmonary function, adult intensive care and pediatric/neonatal intensive care. Students will participate in weekly clinical discussions and case study presentations and will continue to be evaluated for affective skills.

- **Credits:** 6.0
- **Prerequisites:** RCP 220, RCP 240, RCP 260, SCI 260, RCP 350, Corequisites: RCP 310, RCP 330, RCP 340, RCP 360

**RCP 310 MECHANICAL VENTILATION II**

This course is a continuation of RCP 260. Emphasis is upon the relationship of specific pathophysiologies and the indications, management and discontinuation of mechanical ventilation. Specific ventilators and their clinical applications are presented and required skills are developed in structured laboratory time.

- **Credits:** 4.0
- **Prerequisites:** RCP 220, RCP 240, SCI 260, RCP 260 RCP 350 Corequisites: RCP 300, RCP 330, RCP 340, RCP 360

**RCP 320 HEALTH EDUCATION**

This course will provide students with the knowledge and skills necessary to communicate health-related information among groups and individuals. Topics covered include adult learning styles, strategies for promoting healthy lifestyles, the importance of providing applicable health information, mechanisms used for distribution of information and methods for discussing the relationship between diseases and health behaviors.

- **Credits:** 3.0

**RCP 330 CARDIOPULMONARY DIAGNOSTICS & MONITORING**

An introduction to the more crucial diagnostic procedures required for assessing and monitoring the pulmonary patient. Emphasis is upon arterial blood gas analysis, pulmonary function studies and hemodynamic monitoring, ECG interpretation and nutritional assessment.
RCP 340 NEONATAL & PEDIATRIC RESPIRATORY CARE

This course is a comprehensive review of fetal development, physiology and pathophysiology of the newborn, premature infant and the pediatric patient. Applications of various respiratory care modalities are correlated to these varied pathologies.

- Credits: 2.0
- Prerequisites: SCI 260, RCP 220, RCP 240, RCP 260, RCP 350 Corequisites: RCP 300, RCP 310, RCP 330, RCP 360

RCP 350 PULMONARY REHABILITATION & HOME CARE

This course is a presentation of the methods of care and support for the patient with pulmonary disability. Emphasis is on the teaching of home care therapy, chronic care units, unique equipment needs, review of home care companies and services provided, Medicare/Medicaid reimbursement, special problems encountered and the various therapeutic techniques applied to the chronic pulmonary patient.

- Credits: 1.0
- Prerequisites: RCP 200, RCP 210 Corequisites: RCP 220, RCP 240

RCP 355 ENVIRONMENTAL HEALTH AND RISK FACTORS

This course will concentrate on human population and the need to control factors that are harmful to human life. The course will emphasize methods of controlling communicable diseases, wastewater treatment, solid waste management, insect & rodent control, radiation control and environmental health hazards. Particular emphasis will be place on environmental factors related to respiratory conditions such as asthma, lung cancer, and emphysema. The course concludes with the human impact on resources and ecosystems, management of pollution, as well as decision making regarding the positive and negative effects of the choices a person makes that affect personal health.

- Credits: 3.0

RCP 360 ISSUES & TRENDS IN RESPIRATORY CARE

Current issues and trends in respiratory care will be investigated and discussed in this course. In addition, students will explore issues in cultural diversity, political advocacy and managed care as it relates to health care.

- Credits: 1.0
- Prerequisites: SCI 260, RCP 220, RCP 240, RCP 260, RCP 350 Corequisites: RCP 300, RCP 310, RCP 330, RCP 340

RCP 363 WELLNESS COACHING FOR THE HEALTHCARE PROFESSIONAL

This course is designed to introduce the wellness coaching model to a healthcare professional. The major topics covered are defining a scope of practice, coaching relationships, and motivational interviewing.

- Credits: 3.0

RCP 371 WELLNESS ASSESSMENT & DESIGN IN HEALTHCARE

This course is designed to introduce the needs assessment process and provide direction relative to conducting needs assessments with a variety of populations. The course will outline methods for assessing the health and development needs of the population. The student will identify at-risk populations and conduct research to identify specific processes and interventions necessary to address the needs identified.

- Credits: 3.0
RCP 375 PROGRAM PLANNING & DESIGN

This course will focus on a variety of program design models based on assessed needs, with special attention to the utilization criteria and predicted impact of each. Health promotion program planning in the three areas of exercise/physical activity, stress management and healthy eating/weight management will be emphasized. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

- Credits: 3.0

RCP 380 RESPIRATORY CARE TRANSITION-BACHELOR DEGREE LEVEL

This transition course is designed for the advanced-level respiratory care practitioner to achieve advanced placement. Emphasis is upon assessment of theoretical knowledge, laboratory and clinical skills necessary for advanced placement in the respiratory care program.

- Credits: 1.0-3.0

RCP 382 SPECIAL TOPICS I

This course is designed to meet the needs of students who have left the NMC Respiratory Care Program for one semester or longer. Emphasis is upon assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience, if needed, as determined by the instructor’s assessment.

- Credits: 1.0-6.0

RCP 383* WELLNESS IMPLEMENTATION & EVALUATION

This course will educate the student about developing goals, objectives and strategies to address specific population wellness objectives. Students will learn to develop an action plan for reaching program goals as well as methods for evaluating program success and deficiencies.

- Credits: 3.0

RCP 385 NEEDS ASSESSMENT

This course will present the theory, structure, and instrumentation for assessing the health and development needs of an individual, organization, agency, or other community population. The course examines models/tools that serve as guides for planning, conducting and reporting a comprehensive needs assessment within the context of whole-person, whole-organization health promotion. In this course, students will identify priority health promotion issue(s) for a specific target population and recommendations for future planning.

- Credits: 3.0

RCP 399 INDEPENDENT STUDY IN RESPIRATORY CARE

This course is designed to allow students to explore a selected topic in Respiratory Care. A faculty mentor will work with students to create objectives and methods of evaluation. Students will carry out the plan of study.

- Credits: 1.0-3.0
- Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of Program Director.

RCP 400 CLINICAL SPECIALTIES

Advanced respiratory care practitioner skills are practiced in an individually designed clinical preceptorship experience.
- Credits: 2.0-6.0
- Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of the Director of Clinical Education.

**RCP 415 PROGRAM EVALUATION**

This course will provide students with a fundamental understanding of the purpose and importance of evaluation within the context of health promotion programming. Students will build on the project they completed in the Program Planning & Design course by moving forward with the focus of setting up comprehensive formative and summative evaluation plans.

- Credits: 3.0
- Prerequisites: RCP 375

**RCP 425* EDUCATIONAL STRATEGIES FOR THE ASTHMA PATIENT**

Asthma is one of the most common respiratory conditions affecting pediatrics through adults. This course is designed to review pathophysiology, diagnosis, and management of the asthma patient. It will prepare you using the National Guidelines for Asthma Management on assessing severity, treating and managing the patient. It will explore education strategies for individuals with asthma and their families, allowing healthcare professionals to provide optimal care.

- Credits: 3.0

**RCP 427 CASE MANAGEMENT AND THE RESPIRATORY PRACTITIONER**

This course will provide the framework for the respiratory case management role in the healthcare setting. The student will learn how to facilitate in collaboration with a healthcare team all aspects of a patient’s health care needs to include: education on pulmonary disease, clinical assessment, planning, coordinating specialized care and resources for independent living.

- Credits: 3.0

**RCP 470 RESPIRATORY CARE RESEARCH**

The steps of the research process are applied to a selected topic in respiratory care. Students will review current literature and analyze journal articles using evidence based medicine techniques. Using the manuscript guidelines of the professional journal, Respiratory Care, students will prepare and submit an article suitable for publication.

- Credits: 3.0
- Prerequisites: Permission of instructor

**RCP 490 RESPIRATORY CARE CAPSTONE**

This course is designed to bring together all bachelors-level Respiratory Care coursework. Each student will take all of the aspects taught throughout the program and create a wellness or education program targeting a population identified at the beginning of the bachelor's degree program. The course will culminate with students presenting their program as they would present it to a group of stakeholders.

- Credits: 3.0

**SCIENCES (NATURAL & APPLIED)**

**SCI 025 MATHEMATICAL CONCEPTS**

This is a developmental course that covers some of the basic mathematical principles including integers, negative numbers, fractions, decimals, percents and ratios and proportions. SCI 025 is to be taken in the first semester.
SCI 102 APPLIED NUTRITION

This course in nutrition is designed for students to acquire a basic knowledge of the elements of nutrition so that informed and appropriate choices can be made resulting in the maintenance or improvement of health for self and others. The content includes times of special need such as energy balance, physical activity, life stages and food safety. It affords the students an overview of the integral part nutrition plays in the health and well being of the individual.

SCI 103 COLLEGE CHEMISTRY

This course is an overview of general inorganic, organic and biochemistry with an emphasis on applications to health sciences.

SCI 105 ALGEBRA

This course is designed for students who need to review basic algebra skills. It covers topics including positive and negative real numbers, solving linear equations and their applications, integer exponents, operations with polynomials, factoring, rational expressions, graphing and equations of lines.

SCI 110 INTRODUCTION TO PHYSICS

This course discusses the major fundamental themes in classical physics of mechanics, heat, sound, electricity, magnetism, light and modern physics. Includes a laboratory.

SCI 116 MEDICAL TERMINOLOGY

This course will introduce students to terminology used in the health care professions. The origins of medical terms will be studied with an emphasis placed on understanding the suffixes, prefixes, combining forms and root words used in health care terminology. At the end of the course the student will be able to read and understand, converse, translate and discuss issues related to their profession using appropriate terminology. SCI 116 is to be taken in the first semester.

SCI 130 ESSENTIALS OF ANATOMY & PHYSIOLOGY I

This course will introduce the students to basic information required for further study and understanding of Anatomy and Physiology, which includes terminology, basic principles of chemistry, physics, embryology and histology. The basic structure and function of the integumentary, the nervous the skeletal, and the muscular systems are emphasized in this course.

SCI 135 ESSENTIALS OF ANATOMY & PHYSIOLOGY II

The basic structure and function of the special senses, endocrine, reproductive, cardiovascular, circulatory, lymphatic, respiratory, digestive, and urinary systems are emphasized in this course.
SCI 175 COLLEGE MATHEMATICS

This course provides an overview of mathematical concepts. Content will include real numbers, operations applied to real numbers, ratios, proportions, algebraic expressions, logarithms and graphic applications. Course will be completed online.

- Credits: 1.0

SCI 198 DIRECTED STUDY

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- Credits: 1.0 - 6.0

SCI 199 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 1.0 - 6.0

SCI 200 HUMAN ANATOMY & PHYSIOLOGY

Structure and function of the cell, and the nervous, skeletal, muscle systems, special senses; circulatory, respiratory, digestive, excretory, endocrine, reproductive systems, as well as necessary aspects of chemistry, physics, embryology, and histology are stressed in this course. Laboratory experience will include cadaver study.

- Credits: 5.0

SCI 206 PATHOPHYSIOLOGY/PHARMACOLOGY

This survey course begins with a major focus on cellular function and pathology, including inflammation, infection, immune response, metabolism, and fluid disequilibria. These concepts serve as the foundation for the course as alterations in various bodily functions are examined. Alterations in body fluid and electrolyte homeostasis; fluid acid/base balance; gastrointestinal, urinary, respiratory, cardiac, endocrine and neurological functions are emphasized. The student will be introduced to pharmacological principles of commonly used classes of medications. The various drug classifications and general characteristics of drugs within a class are examined. These characteristics include the pharmacokinetics, pharmacodynamics, side effects, adverse effects and drug interactions of common drugs within each class.

- Credits: 4.0
  - Prerequisites: SCI 200

SCI 225 HUMAN ANATOMY & PHYSIOLOGY I

This course introduces students to basic information required for further study and understanding of Anatomy and Physiology, as well as further study of all health care related subjects. Terminology that is specific to the medical field is introduced. Basic principles of chemistry, physics, embryology, developmental biology and histology are reviewed. This course focuses on enabling students to learn and understand the anatomy (structure) and physiology (function) of the integumentary, nervous, skeletal, and muscular systems. Laboratory experience will include cadaver study.

- Credits: 4.0
  - Prerequisites: High school chemistry
SCI 226 HUMAN ANATOMY & PHYSIOLOGY II

The structure and function of the special senses, along with the endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems are stressed in this course. Laboratory experience will include cadaver study.

- Credits: 4.0
- Prerequisites: SCI 225
- Prerequisite or Corequisite: SCI 103

SCI 230 PHARMACOLOGY I

This foundation course will introduce students to the current scientific, legal and regulatory environments of modern pharmacotherapeutics. The pharmaceutic, pharmacokinetic, and pharmacodynamic phases of drug action will be discussed with an emphasis on how these actions are related to the interaction of drug molecules with specific target proteins (receptors) in the body. The students will consider how these interactions lead to therapy, side effects, adverse effects, and potentially harmful drug interactions.

- Credits: 1.0
- Prerequisites: SCI 103, SCI 225, SCI 226, SCI 280
- Prerequisites/Co-requisites: SCI 315, NRS 100

SCI 235 PHARMACOLOGY II

This course will provide students the opportunity to apply pharmacology principles from SCI 230 Pharmacology I. There will be a focus on major drug classifications and how pharmacological agents affect the body systems. Specific clinically important pharmaceutical agents will be discussed using pharmacological principles that apply to patient education and care. The course will also emphasize drug interactions, side effects, adverse effects and contraindications of various pharmaceutical agents.

- Credits: 2.0
- Prerequisites: SCI 230

SCI 240 PRINCIPLES & CONCEPTS OF NUTRITION

This course in nutrition is designed for students to gain knowledge of the basic elements of nutrition and nutritional needs in all age groups, meal planning, food economics and client teaching. Consideration of the cultural and psychological influence of nutrition emphasizes the psychosocial components of humans and adequate nutrition maintenance for health. Students learn the role of good nutrition and how it applies to self, family, client and the community. It will provide students with basic knowledge, to enable students to gain an understanding of the role which nutrition plays in the health and well being of an individual.

- Credits: 3.0
- Prerequisites: SCI 103

SCI 265 INTRODUCTION TO PHARMACOLOGY

This course is designed to introduce students to pharmacological principles of prescription and over the counter (OTC) medications. The various drug classifications and general characteristics of drugs within a class are examined. The course also focuses on analysis and understanding of the pharmacokinetics, pharmacodynamics, side effects, adverse reactions and drug - drug and food - drug interactions of prototype and commonly used drugs within each class.

- Credits: 3.0
- Prerequisites: SCI 103, SCI 225, SCI 226
- Prerequisite/Co-requisite: SCI 315

SCI 280 MICROBIOLOGY
This course is a study of the principles and application of microorganisms and their relationship to various disease processes. Includes a laboratory.

- **Credits:** 3.0
- **Prerequisites:** SCI 103

### SCI 298 DIRECTION STUDY

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- **Credits:** 1.0 - 6.0

### SCI 299 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- **Credits:** 1.0 - 6.0

### SCI 315 PATHOPHYSIOLOGY

This course begins with a major focus on cellular functions and pathology, including inflammation, infection, immune response, metabolism and fluid disequilibrium. These concepts serve as the foundation for the course as alterations in various bodily functions are examined. Alterations in body fluid and electrolyte homeostasis; fluid acid-base balance; genetic disorders, carcinogenesis, nematologic, gastrointestinal, urinary, respiratory, cardiac, endocrine, neurological, musculoskeletal functions are emphasized.

- **Credits:** 3.0
- **Prerequisites:** SCI 103, SCI 225, SCI 226, SCI 280

### SCI 398 DIRECTION STUDY

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- **Credits:** 1.0 - 6.0

### SCI 399 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- **Credits:** 1.0 - 6.0

### SCI 716 ADVANCED PATHOPHYSIOLOGY

This foundational course provides the theoretical knowledge necessary for advanced nursing practice. The biology of disease processes in terms of physiological dysfunction is examined to serve as the basis for clinical decision making. Emphasis will be placed on diagnostic findings in relation to initiation of therapy and intended outcomes.

- **Credits:** 3.0
SCI 720 ADVANCED PHARMACOLOGY

This course provides a foundation for an in-depth analysis of clinical pharmacology. The effect of pharmacotherapies on body systems with emphasis on drug action and interaction is examined. Nursing implications and protocols necessary for decision making in prescribing medications will be considered. The ethical, legal and economic implications surrounding the APRN's role in prescribing and monitoring pharmacotherapies will be studied.

- Credits: 3.0

SOCIAL SCIENCES

*Subject to curricular approval

SSC 101 INTRODUCTION TO PSYCHOLOGY

This course is designed to merge science with a broad human perspective and to engage both the mind and the heart. It sets forth the principles and processes of psychology and is sensitive to student's needs and interests. It helps students gain insight into the important phenomena in everyday life, to feel a sense of wonder about seemingly ordinary human processes and to see how psychology addresses issues that cross disciplines.

- Credits: 3.0

SSC 198 DIRECTED STUDY

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- Credits: 1.0 - 6.0

SSC 199 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 1.0 - 6.0

SSC 215 LIFESPAN PSYCHOLOGY

The lifespan perspective involves several basic contentions: development is life-long, multidimensional, multi-directional, plastic, historically embedded, multi-disciplinary and contextual. Three imperative developmental issues are explored: maturation and experience, continuity and discontinuity and stability and change. Students study how humans develop and how they become who they are.

- Credits: 3.0

SSC 235 THE SOCIOLOGY OF CULTURE

This course explores the ways in which human beings make and remake the meaning of their social world through the production of culture. It employs sociological methods to explore the construction of the dominant, white subculture in the United States. The same methodologies are employed to examine the construction of subcultures in the United States, including those based on race, ethnicity, gender and sexual orientation.

- Credits: 3.0

SSC 298 DIRECTED STUDY
Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- Credits: 1.0 - 6.0

**SSC 299 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 1.0 - 6.0

**SSC 325 APPLIED ANALYSIS OF RESEARCH**

Evidence-based practice is an important component of effective clinical management. This course allows students to develop skills in applied statistics and research while learning to critically examine healthcare information from a variety of sources, including but not limited to professional journals, governmental reports and public media.

- Credits: 3.0

**SSC 360 INTRODUCTION TO STATISTICS**

This course is designed to introduce students to the methods used in organizing, summarizing, analyzing and interpreting quantitative information. Emphasis is placed on the application of statistical methods and on the interpretation of statistically significant data. Specific techniques for measuring the degree of relationship between variables encountered in research are presented. The course is limited to research designs involving no more than two variables.

- Credits: 3.0
- Prerequisites: Determined by major

**SSC 370 PRINCIPLES OF RESEARCH**

This course is designed to assist the student in developing an understanding of the research process in qualitative, quantitative and mixed methods designs. The student learns to selectively apply the steps of research and to critically analyze research studies culminating in formal, oral and written projects.

- Credits: 3.0
- Prerequisites: Determined by major

**SSC 398 DIRECTED STUDY**

Directed study credit can be earned for arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements. Arts and sciences course work is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

- Credits: 1.0 - 6.0

**SSC 399 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Credits: 1.0 - 6.0
SSC 465 CAPSTONE: THE EDUCATED CITIZEN

This course is based in the social sciences and is designed to assist students in the integration of their roles as healthcare professionals and educated citizens. The focus of the class is on deepening students’ understanding of and facility with social and political systems that impact the health and wellbeing of the community. Students demonstrate their preparation to act as educated citizens through the presentation of their portfolio within the context of this capstone course.

- Credits: 3.0

SSC 730 BIOSTATISTICS

This course is designed to prepare the graduate student to understand and interpret biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include descriptive statistics, probability distributions, sampling distributions, inferences (point estimates and confidence intervals), hypotheses testing (one-sample tests, two-sample tests), Analysis of Variance (ANOVA), as well as simple linear regression and multiple regression analysis. The course emphasizes the application of statistical concepts to analyze research for best available evidence to support quality nursing practice. The course also provides students with hands-on experience in using statistical software (SPSS) to assist in making effective decisions.

- Credits: 3.0

SSC 734 EPIDEMIOLOGY

This course engages students in a comprehensive study of the concepts of epidemiology in relation to nursing practice, public health, and health policy. Concepts of health, risk, disease causality, and strategies to reduce the incidence and prevalence of health problems will be examined.

- Credits: 3.0
- Prerequisite or Corequisite: SSC 730 or evidence of a graduate-level statistics course.

SURGICAL TECHNOLOGY

SUR 102 AP: INTRODUCTION TO SURGICAL TECHNOLOGY

This course introduces the student to the broad field of surgical technology. General information including the historical development of surgery, functions of hospitals and accrediting agencies will be addressed. Students will become familiar with basic principles of aseptic technique and surgical conscience as it relates to best practices and patient outcomes. Fundamental patient care skills including patient transport and positioning are taught and assessed in the laboratory. Professional expectations, standards, and behaviors of the perioperative team members will be introduced during this course. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

- Credits: 2.0
- Prerequisites: Enrollment in ST Program.

SUR 106 INTRODUCTION TO SURGICAL TECHNOLOGY WITH LAB

This course introduces the student to the practice of surgical technology. Students will become familiar with the basic principles of aseptic technique and surgical conscience as it relates to the best practices and patient outcomes. The preoperative roles of the surgical technologist in the circulator and first scrub role will be thoroughly examined. Preoperative patient diagnostic procedures, principles of sterilization, patient transport, positioning, skin preparation and draping of the surgical patient are included. Surgical and aseptic technique during the preoperative and intraoperative phases of the operative procedure is included in this course. Students will gain knowledge of suture and surgical instrumentation utilized during the intraoperative process and will perform basic general case preparation with understanding of patient disease process, procedural steps, and technique necessary for optimal patient outcomes. Students will research, formulate, and present individual and group projects to enhance learning of the course material. Students will be introduced to the physical principles of mechanics, heat, sound, electricity, magnetism and light as they apply to the operation of laser, robotic, and electrical surgical equipment. The laboratory setting will be used to reinforce material taught didactically. Students will be asked to engage in personal reflection and peer review of laboratory skills. Students must successfully complete performance competency in this course. Professional
expectations, standards, and behaviors of the perioperative team members will be introduced during this course. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

- **Credits:** 5.0
- **Prerequisites:** Enrollment in ST Program.

**SUR 122 SURGICAL TECHNOLOGY I WITH LAB**

This course will expand on the role of the surgical technologist in the scrub role. Case and room preparation, aseptic technique, counts, suture and procedural steps for a wide variety of cases are introduced in this course. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course. The laboratory setting is used to enhance and reinforce material taught didactically. Students will participate in active peer review of laboratory performance. Student must successfully complete clinical performance competency in this course.

- **Credits:** 4.0
- **Prerequisites:** SUR 106, SCI 226

**SUR 200 PHARMACOLOGY FOR THE SURGICAL TECHNOLOGIST**

A study of medications used in the operating room with an emphasis on the common drugs used in the surgical area is completed in this course. Examination of the administration, actions, interactions, side effects, and terminology of perioperative medications is included. Legal responsibilities of the surgical technologist, common calculations, and safety measures performed in a sterile field to assure patient safety are practiced. Students will actively participate in group presentations enhancing didactic teaching and complete medication cards and two written reports during this course.

- **Credits:** 2.0
- **Prerequisites:** Math Concepts- competency, SUR 120

**SUR 205 MICROBIOLOGY FOR THE SURGICAL TECHNOLOGIST**

This course introduces the students to the historical background of microbiology, microbial structure and metabolism, and the relationship between humans and microorganisms. It includes disease production, transmission of disease-causing organisms, epidemiology, and immune defense mechanism. Principles of sanitation, disinfection, sterilization and wound healing are emphasized. Students learn techniques of standard precautions, specimen collection, preparation of cultures, and microscopic slide preparations with gram stain. An understanding of the medical impact of microorganisms on each body system and the environment is also addressed.

- **Credits:** 2.0

**SUR 210 SURGICAL TECHNOLOGY II**

This course will expand on the role of the surgical technologist in the scrub role. Case and room preparation, aseptic technique, counts, suture and procedural steps for a wide variety of cases are introduced in this course. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course.

- **Credits:** 4.0
- **Prerequisites:** SUR 122

**SUR 250 SURGICAL TECHNOLOGY CLINICAL I**
This course is designed to apply basic surgical anatomy, instrumentation and procedural steps combined with a consistent method of reinforcement in the clinical site. The students are assigned to a clinical site where they will apply theoretical knowledge while gaining aptitude, skills and proficiency necessary to function in non-complex situations as a surgical technologist.

- **Credits:** 6.0
- **Prerequisites:** SUR 122, SCI 103, SCI 226
  Corequisite: SUR 205, SUR 266

**SUR 260 MEDICAL ETHICS & LAW**

This course provides an overview of the laws and ethics the student should know to help give competent, compassionate care to patients that is also within acceptable legal and ethical boundaries. This course will also give students the tools and guidance to facilitate the resolution of the many legal and ethical questions that they may reasonably expect to face as a student, and later as a health care practitioner. Emphasis on professional liability, scope of practice, ethical and personal obligations in relationship to medical mistakes and surgical patient outcomes is included. Students will also utilize a wide variety of real-life experiences and legal cases related to the text material.

- **Credits:** 1.0

**SUR 266 CORRELATED PATIENT STUDY I**

This course will include the study of current trends, professional and interpersonal skills in the health care setting, and case review. Concurrent review of clinical rotation and participation in the surgical team will occur during this course. Students will also be introduced to fundamental principles of evidence-based practice. Students will participate in journal review and present articles pertaining to their current clinical practice to classroom peers. Students will also prepare a paper for publication consideration on a relevant clinical topic. All assigned clinical paperwork will be reviewed during this course.

- **Credits:** 2.0
- **Prerequisites:** Co requisite: SUR 250

**SUR 269 CORRELATED PATIENT STUDY II**

Concurrent review of clinical rotation and participation in the surgical team through case studies and completion of clinical paperwork requirements will occur during this course. The student will develop the reflective practitioner model with direct applications to the experience of the surgical technologist in the workforce. Students will create a power point presentation on a surgical case study following course guidelines, and present study to peers in classroom setting. Students will prepare journal article on surgical case or surgical concept for dissemination and discussion. Students will be introduced to techniques and exercises in preparation for the national CST exam. Written and oral presentations by the students are key elements of this course. All students meeting eligibility requirements will be required to seat the national Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) within thirty (30) days of graduation date. Successful completion of exam and proof of graduation allows graduate to use credential Certified Surgical Technologist (CST).

- **Credits:** 2.0
- **Prerequisites:** SUR 270

**SUR 270 SURGICAL TECHNOLOGY CLINICAL II**

The surgical technology student will continue to build on the concepts gained in SUR 250 during this course. Surgical anatomy, instrumentation, and procedural steps for each case are reinforced. The student will function as a part of the surgical team in an operating room setting applying theoretical knowledge while gaining the aptitude, skills and proficiency necessary to function in complex situations and cases.

- **Credits:** 6.0
- **Prerequisites:** SUR 250 Co-requisite: SUR 269

**SUR 277 SURGICAL TECHNOLOGY BRIDGE COURSE**
This course is designed to meet the needs of students who have left the NMC Surgical Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Surgical Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

- **Credits:** 1.0 - 6.0

**SUR 280 SURGICAL TECHNOLOGY SEMINAR**

This course is designed to give specialized instruction in various areas of surgical technology. Employability skills will be reviewed and applied. The course will also emphasize the elements of professional development including professional organizations, leadership, teamwork, certification and continuing education.

- **Credits:** 2.0
- **Prerequisites:** must be taken in the final semester of the ST Program

**WOMEN’S MEDICAL IMAGING**

*Subject to curricular approval*

**WMI 326 BEREAVEMENT & LOSS FOR THE WOMEN’S HEALTH PROFESSIONAL**

This is a specialized course in the study of grief and bereavement for health care professionals focusing specifically on women’s health. Students will gain insight to their own personal losses and how this impacts their professional practice. Topics include experiences of grief across the lifespan, cultures, gender and spiritual differences. Students will also learn about how they can support those grieving through verbal, non-verbal communication and creating memories. Students will be able to identify local and national resources they can share with their patients. Finally, students will reflect on self-care strategies to help reduce burn out.

- **Credits:** 3.0

**WMI 345 ADVANCED BREAST IMAGING**

This course is designed to explore the multiple topics in the area of breast imaging. The primary focus of this course will be a comprehensive overview of the anatomy and physiology of the breast, multiple imaging modalities focused on breast sonography, as well as benign and malignant conditions involving the breast.

- **Credits:** 3.0

**WMI 415 REPRODUCTIVE GENETICS**

This course explores the discipline of reproductive genetics, which commences in the preconception period. Human reproduction and new reproductive technologies are covered with a focus on the prenatal timeframe. Emphasis is placed on the practical application of this knowledge in prenatal genetic screening and diagnosis, management, and therapy. Students will also be exposed to preconceptional screening options, evaluation of abnormal findings in the newborn, stillbirth and recurrent pregnancy loss, and adult onset hereditary conditions impacting fertility.

- **Credits:** 3.0

**WMI 423* TOPICS IN INFANT, ADOLESCENT AND WOMEN’S HEALTH**

This course provides students the opportunity to become informed, aware citizens understanding human issues related to end-of-life decision making, dying, and experiencing grief and loss. Topics focus on death and grief across the lifespan; the role of death in American culture; understanding individual and family challenges with decision making at the end of life; and the experience of grieving across life stages, cultures, gender, and spiritual difference. Students will gain insight into their own values and beliefs in this area, as well as
understanding the needs of terminally ill people, those who need support in their grief and mourning, and persons dealing with challenging life and death decisions regarding self or loved ones.

- **Credits:** 3.0