2009-2010 College Catalog
General Catalog

2009-2010

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), and the students it serves.

The programs and requirements contained in this catalog are effective August 24, 2009 and are subject to
change without notice at the discretion of the College. Updates and changes are available at the College

As a student, you are responsible for following all policies as described in this catalog and all handbooks. Please
familiarize yourself with the College Student Handbook, Student Housing Handbook (as applicable), Financial
Aid Handbook (as applicable), and the handbook for the program in which you are enrolled.

Campus Location
720 N. 87th Street, Omaha, NE 68114

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Vice President for Student Affairs

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Omaha, Nebraska

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Business Development Manager Utility Engineering  
Omaha, Nebraska

The Board members listed above are proud to serve Nebraska Methodist College. We know our graduates are ready to deliver caring and professional care to those in need. Our mission and core values are very real and they have lifted the College to its current high level.
General Information

Mission
As a health profession institution, Nebraska Methodist College provides educational experiences for the development of individuals in order that they may positively influence the health and well being of the community.

Brief History
Nebraska Methodist College is the only nursing and allied health college in Omaha that has operated continuously since its beginning in 1891. One hundred years ago, 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 well into its second century, the mission is much the same, but how and what they are taught bears little resemblance to the curriculum for that small band of women who in 1893 became the hospital’s first graduating class of nurses.

Modern medicine and technological advances of the new century present new challenges. Care in the hospital is more intensive than ever before, and other fields of service besides acute care have opened to the health care school graduate. The early 1980s saw a dramatic decrease nationwide in the number of hospital-affiliated diploma schools, and the four-year baccalaureate programs have grown steadily. The health care provider of the past did not have a broad background in the behavioral sciences area – in liberal arts, social sciences and other humanities which help the caregiver to understand the behavior of sick people. In June 1985, the Board of Trustees approved changing the existing School of Nursing to a degree granting institution, and granted authority to develop degree programs in the allied health professions. The long-popular three-year diploma program was eliminated, and the first baccalaureate degrees were awarded in the spring of 1989. The name was changed from the School of Nursing to the Nebraska Methodist College of Nursing and Allied Health.

Through a series of strategic planning efforts, a long range plan was established that resulted in steady growth of the young college in terms of both student headcount and program offerings. Central in the planning was an intentional effort to diversify the program offerings through the addition of several allied health programs. Labor projections reflected that the growth and ultimate demand of many allied health programs would continue well into the next century. The addition of allied health students to the campus would facilitate the diversification of the student body and also facilitate the realization of the College mission. The transition from a school to a college and the addition of new programs, as well as steady growth of the student body was accomplished smoothly, without any interruptions in the educational process.

2005 marked a major milestone in the history and development of Nebraska Methodist College. In September 2005, the new Josie Harper Campus of Nebraska Methodist College was opened. The Riley-Leinart Center, a 26,000 square foot building, primarily serves as an office building for faculty, staff and administrative personnel. This center also houses some classrooms and the Nursing Skills Laboratory. The Clark Center, a 75,000 square foot building, opened in January 2006. The Clark Center houses many areas critical to the success of the College such as the Bookstore, Library, Computer Lab, Student Health Center, Fitness Center, Student Center, and many laboratories and classrooms. Students can enjoy the convenience of on-campus living at Josie’s Village which opened in August 2007. There are 32 one-bedroom units, 34 two-bedroom units and one studio within five buildings on the southwest half of the Josie Harper Campus.

It is an exciting time in the history of Nebraska Methodist College. As we call to mind the Nurse Deaconesses who established the College over a century ago, we are reminded of their legacy of passion to care for and
comfort patients. As we move toward the 125th anniversary of their humble beginnings, we reaffirm our commitment to that legacy and look forward to the opportunity to continue and enhance the education of tomorrow’s health care providers.

**Purpose**

The purposes of Nebraska Methodist College are:

- **To provide cost effective, quality education.** NMC strives to maximize both merit-based scholarships and financial assistance. Toward this end, we constantly pursue additional sources of revenue to achieve our vision, including endowment, grants and other income-generating activities.

- **To continually improve the teaching-learning process.** NMC strives to provide an environment that fosters optimal learning through appropriate resources, technology, facilities and culture. Because learning is enhanced by diverse ideas and backgrounds, we encourage diversity in our faculty, staff and in the learner population (cultural, educational, age/stage variability and other factors).

- **To establish and enhance relationships.** NMC actively collaborates with other educational institutions, health care providers, business and community organizations, to benefit all.

- **To communicate its intentions, decisions and actions consistently and clearly.** The College seeks effective communication to maximize commitment from all constituents, including students, alumni and the community at large.

- **To employ high-quality and committed people.** The success of the College depends on attracting, developing, recognizing and retaining the highest caliber individuals in all areas of operations.

- **To provide holistic health education.** NMC focuses on the whole human being — focusing on the interrelatedness of body, mind and spirit. To sustain this focus, the College fosters continual personal and professional self-growth, and development.

**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 Nebraska Annual Conference of the United Methodist Church.

**Core Values**

Through formal degree offerings, certificate programs, continuing education and community outreach efforts, Nebraska Methodist College demonstrates integrity by its commitment to the following core values:

- **Caring:** NMC is concerned for the well being of all people and demonstrates this concern through kindness, compassion and service.

- **Excellence:** NMC expects the best from everyone and holds to the highest ideas of personal, professional, and organizational performance.

- **Holism:** NMC recognizes and honors the interrelatedness of all things and all people and is committed to the development of the whole person.

- **Learning:** NMC embraces the experiential process by which knowledge, insight, understanding and ultimately wisdom are created for ourselves and those we serve.

- **Respect:** NMC recognizes and upholds the dignity and self-worth of every human being and promotes honest and forthright interpersonal communications and behaviors.
Equal Opportunity/Non-Discrimination Policy

It is the intent and desire of Nebraska Methodist College to create an environment for all students and employees that promotes fairness, responsibility, ability and performance. Nebraska Methodist College admits qualified students and hires qualified employees of any race, color, national and ethnic origin and makes available to them all the rights, privileges and activities generally accorded or made available to them at the College. The College shall not unlawfully discriminate against students and employees in any of its educational policies, employment policies, programs, services or benefits on the basis of gender, disability, race, color, religion, age, sexual orientation, financial status, marital status, veteran status or national or ethnic origin. All programs and procedures are designed and administered in a manner intended to enhance, not limit, equal access.

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

It is essential that any complaints related to discrimination be reported immediately to a College administrator so an investigation and corrective action can be taken. Any student or employee who engages in discrimination in violation of this policy is subject to disciplinary action.

Services for Students with Disabilities

Nebraska Methodist College endeavors to provide qualified students with disabilities equal access to educational opportunities, facilities, programs and activities in the most integrated setting appropriate to the individuals’ needs. When necessary, the College will make reasonable modifications to policies, practices or procedures or provide auxiliary aids and services, as long as doing so will not fundamentally alter the nature of the College’s program or impose an undue burden.

- Students requiring assistance must make timely and appropriate disclosures and requests at least two months in advance of matriculation. Requests for reasonable accommodations should be made as soon as possible after acceptance.
- Students requesting such assistance must provide information and documentation regarding their disabilities and their limitations, including appropriate medication information. Also, a student may be required to undergo additional evaluation of limitations if needed by the College to collaborate effectively with the student in securing appropriate learning strategies. All personal and medical information will be treated confidentially. For more information, contact the Academic Skills Specialist.

Graduation Rates

In compliance with the Higher Education Act of 1965, as amended, Nebraska Methodist College is pleased to report a graduation/persistence rate for undergraduate degree programs of 82 percent. The rate reported reflects the graduation/persistence status of students within six years of their first matriculation in an NMC program.

Accreditation

Nebraska Methodist College is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago, IL, 60602, (800) 621-7440, the accrediting agency for the region in which the College is situated. The College is authorized to offer programs of study leading to certificate, associate, baccalaureate and master’s degrees.
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 are accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, DC, 20036-1120.

**The Physical Therapist Assistant Program** has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

**The Medical Assistant Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE).

**The Respiratory Care program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Committee on Accreditation for Respiratory Care (CoARC).

**The Surgical Technology Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 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 American Registry of Radiologist Technologists (ARRT)** recognizes the College’s accreditation through the Higher Learning Commission of the North Central Association.

**Alumni Association**

The Alumni Association is comprised of NMC graduates, honorary alumni and college ambassadors. Our alumni network totals more than 5,000 members. NMC alumni are contributing to health programs in local, state and national communities, as well as foreign countries, mission fields and the armed services.

Adhering to the purpose of supporting and promoting the College, members participate in many activities. The Association sponsors an annual alumni reunion weekend consisting of an educational offering, 50-year alumni honor luncheon, all school reunion barbeque, silent auction, and an honors dinner. Social activities are planned throughout the year including the annual golf tournament, volleyball tournament, and holiday party. All alumni are encouraged to attend and share in the NMC legacy.

The Alumni Association supports students in a number of ways including provision of financial assistance. Selected alumni provide mentoring and relocation assistance to seniors and graduates. Alumni also take an active role in current academic education, frequently serving on advisory boards, class evaluation panels, and as advisors to student organizations.

At each commencement ceremony the Alumni Recognition Awards are given to graduates in recognition of outstanding achievement. The success and contributions of alumni and students are celebrated on our web site and within the alumni newsletter which is mailed three times per year. The Horizon and Alumni Service Awards further acknowledge exceptional alumni accomplishments and service to their field and the Association. Honorary alumni status is an honor bestowed upon individuals who have demonstrated continued commitment to the goals of the Alumni Association.

Please contact the Director of Alumni Relations with any questions or for further information.
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 field the request and 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 10 years.
General Admission Information

Nebraska Methodist College believes in student achievement of goals, life-long learning, holistic development and the professional preparation of health care providers. Guided by these principles, NMC admission processes seek to select students who exhibit the potential to achieve success within this environment. It is the admission policy of NMC to accept qualified students within the limits of the College’s facilities. Nebraska Methodist College admits students of any race, color and national or ethnic origin.

In accordance with its philosophy, NMC strives to see student applicants as holistic, integrated beings. Thus, the application for admission attempts to capture this integration as fully as possible by including 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 admission can be determined. All materials become the property of the College and are not 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 applications may be directed to:

Nebraska Methodist College
Admissions Office, Josie Harper Campus
720 North 87th Street
Omaha, NE, 68114

or

by phoning (402) 354-7200 or (800) 335-5510

or

by visiting our Web site: www.methodistcollege.edu

Undergraduate Degree Application Processes

When to Apply
Application for admission should be made several months in advance of an applicant’s intended enrollment date. Departmental admission committees review applications each semester and establish application deadlines prior to the review of applications. Applicants should contact the Admissions Office for specific application deadlines.

Application Process
To be considered for admission to an undergraduate degree program, an applicant must provide or complete all of the following items:

- A completed NMC application form.
- A written personal statement.
- A $25 non-refundable application fee.
- An official high school transcript.
- If appropriate, official GED test scores.
- Results of the American College Testing Program examination (ACT) or the Scholastic Aptitude Test (SAT) (required for all applicants within two years of high school graduation).
- Official transcripts from all colleges attended.
• An Admissions Office consultation or campus visit.
• Departmental interview (Physical Therapist Assistant, Radiologic Technology, Respiratory Care and Sonography programs only).

The Admissions Office serves as facilitator for the admission process. After application review by program admissions committees, applicants are notified of their admission status by letter.

**Undergraduate Admission Criteria**

Admission to a degree program at NMC is a selective process. Each departmental admission committee reviews applications and selects students for admission to its program. 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. 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.

**Freshman Applicant – Minimum Criteria:**
1. High school diploma from an accredited high school or GED equivalent. Home schooled individuals are required to submit a GED equivalent. The State of Nebraska does not issue high school diplomas to exempt students.
2. Composite score of 20 or above on the American College Testing (ACT) or 950 or above on the SAT, Critical Reading and Mathematics scores. A score below this standard will be evaluated on an individual basis. This examination is required of all current high school graduates and of students making application within two years of high school graduation.
3. High school GPA of 2.5 (on a 4.0 scale). Required high school courses include: four years English, two years mathematics (including algebra), two years natural science (including biology and chemistry) and two years social science.
4. GED score of 500 or above for each of the GED tests.
5. Students who enroll for and/or complete college level courses while in high school are required to disclose the information on the admission application. All college level courses must be completed with a grade of “C-” or better. An official college transcript must be sent directly to the Admissions Office to verify potential transfer credit and satisfactory academic standing.
6. Ability to perform physical and mental competencies needed to meet all curriculum objectives.

**Transfer Applicant – Minimum Criteria:**
1. High school diploma from an accredited high school or GED equivalent. Specific course requirements per Freshman Applicant item #3 will need to be satisfied. Successfully completed college courses may be accepted in lieu of high school courses.
2. Cumulative GPA of 2.5 (on a 4.0 scale) earned at a regionally-accredited institution.
3. Course work below the grade level “C-” will be considered unsatisfactory and non-transferable.
4. The official transcript record must contain evidence of good standing from the last school attended. Applicants must submit official transcripts from all colleges and post-secondary institutions attended. Failure to disclose a complete collegiate history may result in dismissal from NMC.
5. Ability to perform all physical and mental competencies needed to meet all curriculum objectives.
LPN or RN Applicant (Advanced Placement) – Minimum Criteria

Licensed Practical Nurse (LPN)
• Proof of unencumbered LPN licensure – or –
• Proof of eligibility for LPN licensure if a new graduate.
• Graduation from an accredited or state approved LPN program

Registered Nurse (RN)
• Proof of unencumbered RN licensure – or –
• Proof of eligibility for NCLEX-RN licensure if a new graduate.
• Graduation from an accredited or state approved associate degree or diploma RN program

1. High school diploma from an accredited high school or GED equivalent. Specific course requirements per Freshman Applicant item #3 will need to be satisfied. Successfully completed college courses may be accepted in lieu of high school courses. (LPN applicants only.)
2. Applicants must have a cumulative GPA of 2.5 (on a 4.0 scale) earned at a regionally-accredited institution.
3. Course work below the grade level “C-” will be considered unsatisfactory and non-transferable.
4. The official transcript record must contain evidence of good standing from the last school attended. Applicants must submit official transcripts from all colleges and post-secondary institutions attended. Failure to disclose a complete collegiate history may result in dismissal from NMC.
5. Ability to perform all physical and mental competencies needed to meet all curriculum objectives.

International Applicant – Minimum Criteria:

International applicants should make application several months in advance of the desired date of enrollment to allow sufficient time for review of application and deadlines if applicable per program. International applicants also have responsibilities before entering the United States to attend a Student and Exchange Visitor Information System (SEVIS) certified school.

1. Completion of high school (secondary school) education equivalent to a U.S. high school diploma.
2. Cumulative 2.5 grade point average (GPA) required for secondary school education and/or all postsecondary (university) coursework completed. Please note: some programs require a higher minimum GPA.
3. Required pre-requisite courses include: four years English, two years mathematics (including algebra), two years natural science (including biology and chemistry) and two years social science. Successful completion of college courses with a grade of “C-” or better may be accepted.
5. Verify that financial resources exist 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.
6. Meet minimum English Proficiency requirements.

English Proficiency – Minimum Criteria:

This requirement applies to all individuals 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.

Please note: TOEFL CBT is no longer offered.

**Permanent Resident Applicant**

In addition to satisfying the admission criteria for transfer applicants the following criteria must be met:

1. Provide proof of permanent residency status.
3. Meet minimum English Proficiency requirements.

**International RNs Seeking BSN Completion** – Additional Criteria:

1. An international RN may be eligible for the NMC RN-BSN program, if he/she can prove NCLEX-RN. 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.
2. 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.
Certificate Admission Processes

Medical Assistant

Admission Criteria
Eligible applicants must:
• Be in good physical health.
• Demonstrate good written and verbal communication skills, and computer literacy.
• Demonstrate success in math and science courses.

Application Process
Applicants are required to complete or demonstrate the following for consideration by the admission committee:
• A completed NMC application form.
• $25 non-refundable application fee.
• Written personal statement.
• Official high school diploma or GED equivalent.
• Official college transcripts from all colleges attended.
• Personal interview with the Admissions Department and the Program Director.

An admission committee will review applicants. Students will be notified of their admission by letter. Transfer applicants will be considered for acceptance of credit.

Nurse Assistant Certificate

Registration forms will be reviewed and approved on a first-come, first-served basis prior to the start of each class. The registration deadline is one week prior to the first class. Registration and enrollment is coordinated through the office of the Registrar.

Admission Criteria
Eligible applicants must:
• Be in good physical health with the ability to lift 50 lbs.
• Be at least 16 years of age.
• Be able to read, write, speak and understand English.

Application Process
Applicants submit the following information:
• Completed Nurse Assistant program registration form
• Student Health Service questionnaire
• Payment of tuition

Phlebotomy Career Certificate

Admission Criteria
Eligible applicants must:
• Be in good physical health.
• Demonstrate good written and verbal communication skills, and computer literacy.

Application Process
Applicants are required to complete or demonstrate the following for consideration:
• A completed NMC application form.
• $25.00 non-refundable application fee
• Written personal statement
• Official high school diploma or GED equivalent
• Official college transcripts from all colleges attended.
• Applicants will be contacted for an interview when all application materials are received.

Students will be notified of their admission by letter.

Graduate Admission Processes

Master of Science in Health Promotion Management
Admission Criteria
• Bachelor of Science or Arts degree from a regionally accredited institution.
• Bachelor degree GPA of 2.5 or above.
There is no requirement to have a GRE or other standardized exam for admission to the MS Health Promotion Management program. Previous graduate level courses may be considered for transfer credit. Courses to be considered for transfer credit must be earned at an accredited institution with a “B” (3.0) grade or above. The Program Development Officer and the Registrar will evaluate potential transfer credit.

Application Process
Applicants for admission to the Master of Science in Health Promotion Management must provide or complete the following:
• Online NMC Graduate application form.
• Official transcript from graduating institutions.
• Professional consultation with Program Development Officer.
• Professional Reference form.

Enrollment Criteria
Ready access to a computer, high-speed Internet and e-mail.

Master of Science in Medical Group Administration
Admission Criteria
• Bachelor of Science or Arts degree from a regionally accredited institution.
• Bachelor degree GPA of 2.5 or above.
There is no requirement to have a GRE or other standardized exam for admission to the MS Medical Group Administration program. Previous graduate level courses may be considered for transfer credit. Courses to be considered for transfer credit must be earned at an accredited institution with a “B” (3.0) grade or above. The Program Development Officer and Registrar will evaluate potential transfer credit.

Application Process
Applicants for admission to the Master of Science in Medical Group Administration must provide or complete the following:
• Online NMC Graduate application.
• Official transcript from graduating institutions.
• Professional consultation with Program Development Officer.
• Professional Reference form.

Enrollment Criteria
Ready access to a computer, high-speed Internet and e-mail.
Master of Science in Nursing

Admission Criteria
Option 1 - BSN prepared applicants
• Bachelor of Science degree in Nursing (BSN) from a regionally-accredited institution with program accreditation.
• BSN program GPA of 3.0.
• GPA below 3.0 will be considered on an individual basis.
• Completion of undergraduate courses in statistics, research and physical assessment with a "C-" or better in each course.
• Current unencumbered licensure as a Registered Nurse.

Option 2 - RN with BS or BA degree in another field; Completion of RN education – either a diploma or associate degree (ADN)
• Current unencumbered licensure as a Registered Nurse.
• Bachelor of Science or Arts degree from a regionally accredited institution
• A cumulative GPA of 3.0 or above for admission consideration.
• A GPA below 3.0 will be considered on an individual basis.
• Meet identified competencies in five areas: leadership, statistics, research, nursing health assessment and public/community health nursing.
• Choose one of the options:
  1. Identified competencies may be demonstrated through previous or current, undergraduate or graduate level courses. All courses must meet transfer criteria of a “C-” or better in each course. All courses must be completed prior to enrollment in the MSN program.
  2. Identified competencies may be demonstrated through a portfolio process.

Application Process
• NMC Graduate Admission application.
• Written statement of career goals.
• 2 letters of recommendation.
• $25 application fee.
• Official college transcripts from all colleges attended.
• Personal interview with a representative from the Graduate Nursing faculty. The interview can be completed face-to-face or by telephone.

Enrollment Criteria
Ready access to a computer, high-speed Internet and e-mail.

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

Admission Criteria
• Master of Science degree in Nursing (MSN) from a regionally accredited institution.
• 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.
• Students not familiar with basic nursing informatics will be required to register for NS 521 Informatics & Technology for Nursing Education, prior to enrollment in the certificate program.
Application Process
- NMC Graduate Admission application.
- $25 application fee.
- One letter of recommendation
- Resume
- Official college transcripts from master’s degree.
- Copy of unencumbered licensure as a Registered Nurse (if applicable).
- Personal interview with a representative from the Graduate Nursing faculty. The interview may be completed face-to-face or by telephone.

Enrollment Criteria
Ready access to a computer, high speed Internet and e-mail.

Other Admission-Related Information

Application/Enrollment Fees
Applicants pay an application fee of $25 which in non-refundable. Applicants who are accepted pay a matriculation deposit that is applied to the tuition for the first course taken at the College. This fee will not be refunded to students who withdraw prior to the start of the semester.

Background Check and Drug Testing
Clinical facilities require that Nebraska Methodist College perform drug testing and background checks on all students before they are allowed to participate in clinical experiences. Therefore, students will be required to have a background check performed and submit to drug screening before being allowed into clinical practice. Further information about the requirements is online and provided at new student orientation. Students in exclusively online undergraduate and graduate programs may be required to have a background check performed and submit to drug screening based on the policies of clinical practice sites used in their communities.

Students who withdraw from the College or have been dismissed from a program will be required to repeat the drug and background check upon readmission to the College/Program. Students who complete a transfer-of-program request and are admitted into a different program with uninterrupted enrollment (not including summer term) are not required to repeat the background check or drug test.

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 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.

Immunizations
All students must show proof of required immunizations and complete a pre-entrance health assessment.

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.

**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.

**Re-Admission of Former Students**
Students previously enrolled at the College, who interrupted their attendance for two or more consecutive semesters (excluding summer sessions), are required to re-apply for admission through the Admissions Office. Students will be subject to the policies and curriculum in effect at time of re-acceptance. This policy does not apply to students who have been academically suspended or dismissed from the College.

**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. Such students are classified as non-degree seeking students and may enroll in a course on a space-available basis. Permission of the administrator directly responsible for the course is required. Individuals wishing to register for a course as a non-degree seeking student are referred to the administrator directly responsible for the course for completion of a registration form and signature. The registration form is then presented to the Registrar for processing by the individual seeking admission to the course. 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. Application to a degree program may be initiated at any time, but must meet application deadlines for committee review. Up to nine semester credits earned as a non-degree seeking student may be applied toward the degree. The Admissions Office can provide details regarding moving to degree-seeking status.

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

1. Course credits are listed on the official, 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 General Education Department, the Registrar authorizes transferability of general education 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 not necessarily 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 ones required in the curriculum or meet requirements to be used as an elective.

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

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

7. The student and the student’s academic advisor are notified in writing by the Registrar of courses recognized for transfer.

8. 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 official transferred courses.
   a) Undergraduate Students: No course with a grade below “C-“ is considered for transfer of undergraduate credit.
   b) Graduate Students: No course with a grade below “B” is considered for transfer of graduate credit.

**Credit for Prior Learning**
Validation of prior learning and/or clinical competencies can be demonstrated 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, although review of any credit for prior learning will be done in consultation with the Academic Standards Committee of the Faculty Senate. In cases where the student is attempting to receive credit for a General Education course, approval must come from both the program director and the Associate Dean for General Education. All credit for prior learning must have approval of the Vice President for Academic Affairs.

**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).

**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 requirements are met) are listed below. Students with certifications potentially relevant to their area of study that are not addressed below may request a review of the certification by 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 Health Studies degree completion program.
• Physical Therapist Assistant certification (Registered Physical Therapist Assistant through Federation of State Boards of Physical Therapy) as applied to the Health Studies degree completion program.
• 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 Health Studies degree completion program.
• Surgical Technology certification (Certified Surgical Technologist (CST) through the National Board of Surgical Technology and Surgical Assisting (NBSTSA)) as applied to Health Studies degree completion program.
• Respiratory Care certification (Certified Respiratory Therapist (CRT through the National Board of Respiratory Care (NBRC)).

Course Challenge: Students can demonstrate that they possess necessary competence to be awarded credit for a particular course by successfully completing a comprehensive examination for the challenged course. The student is required to present to the appropriate program director a rational reason (e.g., related on-the-job learning; certification training, etc) for why a course challenge is plausible. The following courses are not challengeable: Professional/Technical courses at the 200 level for associate degree students; Professional/Technical courses at the 400 level for baccalaureate students; General education courses CM230, CM245, CM320, HU152 and SS465. The program director then makes a determination as to the legitimacy of the request. If valid, the program director will create a comprehensive examination designed to assess the student’s knowledge of the subject matter in the challenged class.

Professional Portfolio: Students who feel that they have life experiences that fulfill curricular requirements may earn credit by portfolio demonstration. The student is required to present to the appropriate program director a rational reason (e.g., related on-the-job learning; experiential training, etc) as to why credit through portfolio is plausible. The portfolio will provide evidence for achievement of each relevant learning outcome associated with the course(s). If at all possible, requests for credit through professional portfolio should be completed prior to the time of course offering so that student work not credited through the portfolio process can be accomplished during the regular course time.
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 all fees and charges at any time. A current listing of all tuition, fees and other expenses is available in the College Business Office.

Acceptable arrangements for payment of tuition must be made no later than the Friday before the end of the first week of each start of each semester. Securing adequate financial aid is considered payment on a student account up to the amount of the financial aid. 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. Payment can be made on-line by visiting our website at www.methodistcollege.edu/currentstudents/tuition/index.asp.

A student’s bill includes costs for tuition, student housing fees, books charged at the Bookstore (for those with approved financial aid), test fees and other fees. Note: Students not satisfying financial requirements will be ineligible to attend classes.

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 and Fees
- Tuition (per credit hour) $451
- Fees (per credit hour) $20
- Total per credit hour $471
- Audit 50 percent of tuition rate
- Credit for Prior Learning 25 percent of tuition rate

Graduate Programs Tuition and Fees
- Tuition (per credit hour) $546
- Fees (per credit hour) $25
- Total $571
- Credit for Prior Learning 25 percent of tuition rate

Executive Graduate Programs
- Tuition and Fees $20,500
- Tuition and Fees – Package price $18,500

Accelerated Nursing Program (ACE)
- Tuition and Fees $30,000

Certificate Programs
Medical Assistant
- Tuition and Fees $12,500
Other Fees and Deposits

Executive Graduate Programs Enrollment Fee (applied to tuition & fees) $500
Application Fee (all programs) $25
Matriculation Deposit (Undergraduate programs) $60
Matriculation Deposit (Graduate programs) $100
Graduate Student Fee (per credit hour) $25
Undergraduate and Certificate Student Fees (per credit hour) $20
Student Activity Fee (per semester, allocated to Student Senate) $25
Photo ID Card $15
Replacement ID Card $10
Drug Testing/Background Check (undergraduate program) $60
Student Health Fee:
  (undergraduate programs, fall or spring semester) $40
  (undergraduate programs, summer semester) $25
  (certificate programs, per quarter) $25
Student Health Insurance (fall semester) $281
Student Health Insurance (spring and summer semesters) $417

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

Fees Associated with Specific Programs

Nursing
Uniforms/Supplies (estimated cost) $400
Testing Fee $55/term
ACE Testing Fee $125/term

Medical Assisting
National Certification Exam $125
Scrubs/Watch/Stethoscope (estimated cost) $150

Physical Therapist Assistant
Clinic Dress Code (polo shirts) $60
Mock National PTA Certification Exam $70

Radiologic Technology
Uniforms/Supplies (estimated cost) $150
NE Society of Radiologic Technologists Student Membership $20

Respiratory Care
Respiratory Care Outcome Exams $140
Uniforms/Supplies (estimated cost) $200
Sonography
Unforms $150
Supplies $50
ARDMS SPI Examination $200

Surgical Technology
Membership AST Student $45
CST Exam $190
PAE Exam $30

Fees for Short Career Courses
Phlebotomy Career Certificate Program
Course tuition (includes ID badge and services of NMC) $795
Textbook required for course $55
Closed-toed shoes are required (not nurses’ shoes)

Nursing Assistant Career Certificate Program
Course tuition (includes textbook and State Registry exam fee) $575

Students are required to purchase the following items:
• Watch with second hand
• White uniform and white shoes (leather tennis/nurses’ shoes)

Housing Costs and Deposits (2009-2010)
Josie’s Village
Rates: (Includes utilities and wireless internet service. Students are responsible for cable & phone)
Housing deposit: $150 non-refundable room reservation fee must be submitted within housing contract.

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) $7536 ($3140 fall semester, $3140 spring semester, $1256 summer semester)
• Single Apartment (2 bedrooms) $9600 ($4000 fall semester, $4000 spring semester, $1072 summer semester)
• Double Apartment (per person) $6432 ($2680 fall semester, $2680 spring semester, $1072 summer semester)

PACKAGE B – FALL AND SPRING SEMESTER – 10 Months (excludes June and July)
*This package is available only to students graduating in May or to freshman students.
• Single Apartment (1 bedroom) $6580 ($3290 fall semester, $3290spring semester)
• Single Apartment (2 bedrooms) $8300 ($4150 fall semester, $4150 spring semester)
• Double Apartment (per person) $5660 ($2830 fall semester, $2830 spring semester)

Rates are subject to change in the following academic year. Not less than thirty (30) days written notice of any such change will be provided to Resident.
Refunds

Tuition Refunds

Procedure to Withdraw

- Students dropping some or all of their courses at Nebraska Methodist College may request a refund of tuition and fees based on the following schedule.
- 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 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 Return of Financial Aid 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 Sunday and ending at the end of the day on Saturday.

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 Housing Director. 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.

Fall/Spring Contracts
Prior to May 1 – Cancellation with no penalty. $150 deposit if forfeited.
After May 1 – Student is assessed $500 cancellation fee. $150 deposit is forfeited.

Spring only Contract
Prior to November 1 – Cancellation with no penalty. $150 deposit if forfeited.
After November 1 – Student is assessed $500 cancellation fee. $150 deposit is forfeited.

Summer Contract
Prior to May 1 – Cancellation with no penalty. $150 deposit if forfeited.
After May 1 – Student is assessed $500 cancellation fee. $150 deposit is forfeited.

Graduating Students
Graduating students must contact the College Business Office at least 10 business days prior to graduation. Students who do not make appropriate financial arrangements concerning their accounts during the exit procedure will have their transcripts and diplomas or certificates held until the required arrangements have been made.
Financial Aid

For those who qualify, Nebraska Methodist College offers a variety of student financial aid programs. Scholarships, grants and loans are available singly or in combination to meet the difference between what a student/family can provide and the actual annual cost of attending NMC. See Financial Aid Programs Available for a description of these programs.

Eligibility Requirements for Federal Aid at NMC

- Financial need (except for some loan programs)
- High school diploma or a General Education Development Certificate (GED)
- Enrolled in an eligible certificate, associate, bachelor’s or graduate degree program
- U.S. citizen or eligible non-citizen
- Valid Social Security number
- Maintain satisfactory Academic Progress (see the section containing this policy)
- Certify that Federal funds will be used solely for educational expenses and that the student is not in default on a Title IV educational loan nor owes an overpayment on a Title IV loan or grant (Certification can be found on the Free Application for Federal Student Aid [FAFSA]).

Establishing Federal Financial Need

The information reported on the Free Application for Federal Student Aid (FAFSA) is used in a formula established by the U.S. Congress. The formula determines a student’s Expected Family Contribution (EFC). This is an amount the student and/or family are expected to contribute toward the student’s education. The EFC is used to determine Pell Grant eligibility. It is also used in an equation to determine financial need:

\[
\text{Financial Need} = \text{Cost of Attendance} - \text{Expected Family Contribution (EFC)} - \text{Other Resources}
\]

*The estimated cost of attendance includes tuition, fees and living expenses for the student. At no time may students receive more aid than their estimated cost of attendance.

Dependency Status

When a student applies for federal student aid on the FAFSA, the answers to the Step Three questions will determine whether a student is considered:

- **Dependent** on the student’s parents: must report both the student’s and the parents’ income and assets.
- **Independent** of parents: must report only his or her (and spouse’s, if married) income and assets.

Financial Aid Appeals

An Appeals Committee is available to review the circumstances of students who:

- Believe that they have unusual financial circumstances.
- Believe they should be considered independent.
- Want to appeal a refund calculation.
- Want to appeal a satisfactory progress suspension based on mitigating circumstances.

Unusual circumstances may include unusual medical expenses, tuition expenses for private elementary or secondary education, unemployment or changes in marital status due to death or divorce in the family. Students will be asked to submit documentation to support their claims. Each request will be carefully considered. The decision will be final and cannot be appealed to the U.S. Department of Education.
Applying for Financial Aid

**Required Forms:** Students apply for financial aid on the *Free Application for Federal Financial Aid* (FAFSA). This application determines a student’s eligibility for aid such as grants and loans. If a student is determined eligible for loans, additional loan applications must be submitted. The FAFSA does not apply to scholarships. The FAFSA is available online at www.fafsa.ed.gov.

**When to File:** The FAFSA may be filed after January 1 for the following Fall/Spring/Summer semesters.

**Deadlines:** The following grant funds are awarded on a first-come, first-served basis each semester. **Early application is advisable.** These grants include the Supplemental Educational Opportunity Grant, Nebraska State Grant and the NMC Grants.

**Process:** After submission of the FAFSA, applicants will receive a Student Aid Report. Students should review it carefully to make sure it’s correct and inform the Financial Aid Office if corrections need to be made. The College will receive an electronic copy of this report if the student lists Nebraska Methodist as a college to receive this information. The NMC Title IV Code is 009937. Each student will receive a letter from the Financial Aid Office, usually within 1-2 weeks. The letter will either ask for more information which the student will be required to furnish or an Award Letter stating the aid the student is eligible for. The Award Letter shows eligibility for aid at that time. It may be adjusted by the Financial Aid Office depending upon the student’s actual enrollment status, additional resources received by a student, eligibility restraints of various programs or fund availability. New students will be asked to return an Acceptance Letter stating that they have read the *Financial Aid Handbook* and understand it completely.

**Financial Aid Handbook:** The *Financial Aid Handbook* is available on-line in the Financial Aid section of the college website at www.methodistcollege.edu. Students are expected to read, understand and comply with all policies and steps in the Handbook. Copies of the *Financial Aid Handbook* are available in the Financial Aid Office upon request.

**Renewal of Aid:** Most students who apply for financial aid will receive a personal identification number from the U.S. Department of Education. The PIN allows students to access their “Renewal Application” on the Department of Education Web site. The PIN also serves as their electronic signature. The “Renewal Application” rolls a student’s information forward into the new year. Students are asked to update income information on the Renewal Application. If a student does not receive a PIN, he or she can complete the regular FAFSA online. The FAFSA is available online at: www.fafsa.ed.gov.

**Transfer Students:** Aid does not automatically transfer from one college to another. Students transferring during mid-year, who have applied for financial aid for the same year at the previous institution, must forward the Student Aid Report to NMC by adding the Nebraska Methodist College code to their FAFSA (009937).

**Definition of Enrollment:** For financial aid purposes, the definition of full-time enrollment for undergraduate programs is 12 credit hours per semester, including the Summer semester. For certificate programs, full-time is determined by a prorated formula prescribed by federal regulations and may vary between terms.

**Summer Financial Aid:** Summer aid is based on the same *Free Application for Federal Student Aid* (FAFSA) submitted for the previous fall/spring semesters. Funding generally is limited to Pell Grants and loans. Loan applications must be submitted to the Financial Aid Office no later than June 1. Funding received during summer terms may affect aid for the ensuing fall/spring terms.
Bookstore Waivers
Students who have more approved financial aid than their NMC tuition and fees may charge their textbooks in the 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.

Disbursement of Aid
Financial aid is not applied until a student attends classes. Satisfactory Progress in a student’s academic program will be determined prior to disbursement (See Satisfactory Progress Policy). All requested financial aid documents must be received prior to disbursement. Many grants and scholarships are prorated according to a student’s actual enrollment status. The actual enrollment status is determined at the end of the day on Friday of the first week of class.

After Satisfactory Progress and enrollment status are determined, financial aid for each semester is credited to a student’s account. The funds remaining after NMC charges are paid are available to the student in a refund check from the Business Office. Leave Act of 1993.

Student Rights and Responsibilities for Financial Aid
Rights – Applicants for financial aid have the right to know the following:
• Availability of financial aid programs at NMC.
• 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.
• 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.

Responsibilities – Applicants for financial aid have the responsibility to do the following:
• Inform the Financial Aid Office of additional forms of funding such as (but not limited to) scholarships, vocational Rehabilitation, Veteran’s Benefits or tuition reimbursement. Failure to do so may cause an over-award of financial aid which the students may have to repay.
• Inform NMC and the students’ lenders of any change in permanent address.
• Acquaint themselves with financial aid deadlines, forms and application requirements for receiving aid.
• Read and understand the Financial Aid Handbook
• Read and understand the Satisfactory Progress Policy.
• Read and understand the Refund of Nebraska Methodist College Tuition Policy.
• Read and understand the Return of Unearned Federal Financial Aid Policy.
• Supply any additional documentation, verification, corrections or new information requested by the Financial Aid Office.
• Attend required Entrance and Exit Interviews regarding a student’s obligations for their loans.

Refund of Methodist College Financial Aid
(Used only for students withdrawing from all courses. Do not confuse with the Return of Unearned Federal Financial Aid)

Students receiving Methodist Scholarships or Grants will be allowed to keep the scholarship or grant earned on the census day (the Friday of the first week of class). However, the amount the student is allowed to keep will not exceed the amount of tuition, fees and dorm charges which Methodist College retains.

Students receiving Nebraska State Grant funds will be able to keep the same refund percentages as the tuition refund schedule. Portions of this grant are subject to the Return of Federal Financial Aid Policy.
Note: If a student drops to less than half-time prior to or on the census date (the Friday of the first week of class) the student will not receive a state grant.

RETURN OF UNEARNED FEDERAL FINANCIAL AID FOR STUDENTS IN THE DEGREE PROGRAMS

Applies to Students Who:
- Withdraw from all classes, and
- Receive federal financial aid, and
- Withdraw up to and including the 60% of the payment period.

Awards Affected:
- Pell Grant
- SEOG Grant
- AC Grant
- Perkins Loan
- Stafford Loan

Students should be aware that this policy may result in a student owing funds to the College and/or federal government.

The Federal Policy requires that Nebraska Methodist College determine the amount of federal financial Aid that the student has earned at the time of complete withdrawal at Methodist College. The amount of unearned financial aid must be returned to program funds.

Earned Federal Aid
A student must repay a portion of his financial aid if he/she withdraws from all courses prior to completing 60 percent of the semester/term (measured in days). If the student that is withdrawing from all courses, completes more than 60 percent of the semester/term, he/she has earned all of his/her financial aid.

Repayment of Unearned Aid
Repayment of unearned aid is shared by Methodist College and the student in proportion to the aid each is assumed to possess. Federal formula determines each share and the allocation to each program.
- Nebraska Methodist College will return the lesser of the amount unearned aid or the institutional charges times the percent of unearned aid. Institutional refunds due a student will first be applied to the NMC share of repayment of unearned aid, then to a student’s share (if any) and then to the student (if any). If the institutional refund does not cover all of the Nebraska Methodist College’s share, the balance will be charged against a student’s account.
- The student will return the amount of unearned financial aid less the amount Nebraska Methodist College returns. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. Any amount that a student owes to a grant program is then reduced by half.

Grant Overpayment
A student does not have to repay a grant overpayment of $50 or less.

A student owing an overpayment will continue his eligibility for Federal aid for 45 days from the earlier date:
- Date the College sends notification to a student.
- Date the College was required to notify the student of the overpayment.

During that time, the student will have an opportunity to either:
- Repay the grant in full to the institution.
- Sign a repayment agreement with the Department of Education.
For students temporarily ceasing enrollment at Nebraska Methodist College, a student may (at the College’s option) instead sign a repayment agreement with the College. If the student does not take one of these three actions during the 45 day period, the student becomes ineligible for Title IV funds from the 46th day and beyond. The maximum repayment period is two years.

**Post Withdrawal Disbursements**

Financial aid that *could* have been disbursed (but not disbursed) may be disbursed late up to the amount of the earned financial aid. Only certified Stafford Loans may be disbursed late. Late disbursements will only be made for students who:

- Submitted a valid Student Aid Report by date of withdrawal.
- Completed verification (if required) by date of withdrawal.
- Submitted all required documents for disbursement by date of withdrawal.

Students will be notified within 14 days of receipt of a post withdrawal disbursement of any funds available to them after the credit has been applied towards their unpaid institutional charges. Students will have 14 days to accept or reject these funds. If the student does not respond to the notice, these funds will be returned to the program.

**Effect of a Leave of Absence**

Students receiving an approved Leave of Absence from the College and indicating an intent to return the next enrollment period will not be considered as withdrawn for purposes of the Federal Unearned Financial Aid Calculation or Tuition and Fees Refund Calculation. However, if the student does not return the following term (including Summer for a Spring withdrawal), the date of the Official Leave of Absence will be used to determine the Unearned Financial Aid Calculation and the Tuition and Fees Refund Calculation. Students should be aware of their responsibilities regarding their loan repayments when taking an Official Leave of Absence. Only one Leave of Absence for purposes of refunds will be granted in any 12 month period unless for reasons of jury duty, military service or circumstances covered under the Family and Medical Leave Act of 1993.

**Order of Return of Title IV Funds**

Unearned funds will be returned in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Academic Competitiveness Grant
7. Federal SEOG

**Relevant Definitions**

- **Withdrawal Date.** The withdrawal date to determine earned financial aid is the date when the student begins the withdrawal process or officially notifies the College of the intent to withdraw or the midpoint (50 percent) of the period of enrollment for a student who leaves without notifying the institution. The student may begin the withdrawal process either orally or in writing but the student must ensure that the withdrawal date is documented by a College Official. If there is a conflict of when the student stated his or her intent to withdraw and the official withdrawal, the earlier date will be used in the calculation of Federal aid earned. A student may rescind his or her withdrawal by declaring, in writing, his or her intent to continue attendance and complete the term.
• College Official. The student may begin the process to withdraw with any of the following College Officials: his or her advisor, his or her instructor, Registrar, College Counselor, Financial Aid Officer, or Student Accounts Representative.

• Federal Financial Aid. Federal financial aid includes Federal Pell Grant, Academic Competitiveness Grant (AC Grant), Federal Supplemental Educational Opportunity Grant (SEOG), Federal Stafford Loan (both subsidized and unsubsidized), Federal PLUS Loan and Federal Perkins Loan.

RETURN OF UNEARNED FEDERAL FINANCIAL AID FOR STUDENTS IN THE MEDICAL ASSISTANT PROGRAM

Applies to Students Who:
• Withdraw from all classes, and
• Receive federal financial aid, and
• Withdraw up to and including the 60% of the payment period.

Awards Affected:
• Pell Grant
• SEOG Grant
• AC Grant
• Perkins Loan
• Stafford Loan

Students should be aware that this policy may result in a student owing funds to the College and/or federal government.
The Federal Policy requires that Nebraska Methodist College determine the amount of federal financial aid that the student has earned at the time of complete withdrawal at Methodist College. The amount of unearned financial aid must be returned to program funds.

Earned Federal Aid
A student must repay a portion of his financial aid if he/she withdraws from all courses prior to completing 60 percent of the scheduled hours in the student’s payment period. If the student withdrawing from all courses, completes more than 60 percent or more of his/her scheduled hours in the student’s payment period, he/she has earned all of his/her financial aid for the payment period. Institutional costs for these calculations will be prorated for the student’s payment period.

Repayment of Unearned Aid
Repayment of unearned aid is shared by Methodist College and the student in proportion to the aid each is assumed to possess. Federal formula determines each share and the allocation to each program.
• Nebraska Methodist College will return the lesser of the amount unearned aid or the institutional charges times the percent of unearned aid. Institutional refunds due a student will first be applied to the NMC share of repayment of unearned aid, then to a student’s share (if any) and then to the student (if any). If the institutional refund does not cover all of the Nebraska Methodist College’s share, the balance will be charged against a student’s account.
• The student will return the amount of unearned financial aid less the amount Nebraska Methodist College returns. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. Any amount that a student owes to a grant program is then reduced by half.

Grant Overpayment
A student does not have to repay a grant overpayment of $50 or less.

A student owing an overpayment will continue his eligibility for Federal aid for 45 days from the earlier date:
• Date the College sends notification to a student.
• Date the College was required to notify the student of the overpayment.
During that time, the student will have an opportunity to either:
• Repay the grant in full to the institution.
• Sign a repayment agreement with the Department of Education.

For students temporarily ceasing enrollment at Nebraska Methodist College, a student may (at the College’s option) instead sign a repayment agreement with the College. If the student does not take one of these three actions during the 45 day period, the student becomes ineligible for Title IV funds from the 46th day and beyond. The maximum repayment period is two years.

**Post Withdrawal Disbursements**
Financial aid that could have been disbursed (but was not disbursed) may be disbursed late, up to the amount of the earned financial aid. Only certified Stafford Loans may be disbursed late. Late disbursements will only be made for students who:
• Submitted a valid Student Aid Report by date of withdrawal.
• Completed verification (if required) by date of withdrawal.
• Submitted all required documents for disbursement by date of withdrawal.

Students will be notified within 14 days of receipt of a post withdrawal disbursement of any funds available to them after the credit has been applied towards their unpaid institutional charges. Students will have 14 days to accept or reject these funds. If the student does not respond to the notice, these funds will be returned to the program.

**Effect of a Leave of Absence**
Students receiving an approved Leave of Absence from the College and indicating an intent to return the next enrollment period will not be considered as withdrawn for purposes of the Federal Unearned Financial Aid Calculation or Tuition and Fees Refund Calculation. However, if the student does not return the following term (including Summer for a Spring withdrawal), the date of the Official Leave of Absence will be used to determine the Unearned Financial Aid Calculation and the Tuition and Fees Refund Calculation. Students should be aware of their responsibilities regarding their loan repayments when taking an Official Leave of Absence. Only one Leave of Absence for purposes of refunds will be granted in any 12 month period unless for reasons of jury duty, military service or circumstances covered under the Family and Medical Leave Act of 1993.

**Order of Return of Title IV Funds**
Unearned funds will be returned in the following order:
1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Academic Competitiveness Grant
7. Federal SEOG

**Relevant Definitions**
• **Withdrawal Date.** The withdrawal date to determine earned financial aid is the date when the student begins the withdrawal process or officially notifies the College of the intent to withdraw or the midpoint (50 percent) of the period of enrollment for a student who leaves without notifying the institution. The student may begin the withdrawal process either orally or in writing but the student must ensure that the withdrawal date is documented by a College Official. If there is a conflict of when the student stated his or her intent to withdraw and the official withdrawal, the earlier date will be used in the calculation of
Federal aid earned. A student may rescind his or her withdrawal by declaring, in writing, his or her intent to continue attendance and complete the term.

• **College Official.** The student may begin the process to withdraw with any of the following College Officials: his or her advisor, his or her instructor, Registrar, College Counselor, Financial Aid Officer, or Student Accounts Representative.

• **Federal Financial Aid.** Federal financial aid includes Federal Pell Grant, Academic Competitiveness Grant (AC Grant), Federal Supplemental Educational Opportunity Grant (SEOG), Federal Stafford Loan (both subsidized and unsubsidized), Federal PLUS Loan and Federal Perkins Loan.

• **Payment Period.** A payment period is not an enrollment term. The Medical Assistant program consists of two payment periods, each consisting of one-half of the program of 465 clock hours. For students with transfer hours, a payment period is calculated by deducting the number of transfer hours from the program total of 930 and then dividing by two for the number of hours in each payment period. See “Disbursements” on page 1 for more details regarding disbursements within a payment period.

**SATISFACTORY PROGRESS POLICY**

**Students in Degree Programs**

To be eligible for Financial Aid, a student must be maintaining three criteria showing progression towards graduation:
1. A Cumulative Grade Point Average (CGPA) of 2.0 or better at the end of each term.
2. Complete 66 percent of hours attempted at the end of summer semester for the previous fall, spring and summer terms.
3. Complete the degree requirements within 150% of the required credit hours for the program.

**QUALITATIVE PROGRESS (CGPA)**

A student must maintain a Cumulative Grade Point Average (CGPA) of 2.0 or better at the end of each semester or summer term.
- Effects of course withdrawals or repeated courses on CGPA are stated in the Catalog.
- Incomplete courses will be treated as hours not completed for these calculations. If the student subsequently completes an incomplete course, he or she may request a recalculation from the Financial Aid Office of the percentage completed.
- New or Transfer students will be considered to be making Satisfactory Progress for the first semester.
- Readmitted students will be treated as transfer students for one semester.
- Readmitted students with a prior Satisfactory Progress suspension from Methodist College, see below.

**Probation**

Students not attaining a minimum CGPA 2.0 at the end of each semester or summer term will be placed on probation for the next semester/summer that they are enrolled. Students will be eligible to receive financial aid for the probationary term. At the end of the probationary period a CGPA a minimum of 2.0 must be attained. **Students not achieving a minimum 2.0 by the end of the probationary term will be suspended from receiving financial aid.**

**An Exception to the Probation Policy**

Federal regulations require a student to attain a CGPA of 2.0 or better at the end of the 4th semester. **If the student is enrolled during a summer session, it is counted as a semester.** A semester is counted regardless
of the number of credit hours enrolled. If the student does not have a minimum CGPA of 2.0 by this point, he or she will not be given a probationary period and the student will no longer eligible for financial aid.

**QUANTITATIVE PROGRESS**

**There are two quantitative criteria students must meet to show progression in their programs.**

1. **Incremental Progress (hours attempted versus hours completed within academic year):** Students must complete **66 percent** of the total hours attempted for the previous fall and spring and summer semesters. Hours attempted are measured at the end of the last day of the first week of each semester. Students are allowed to freely drop and add courses prior and during the first week. The total hours attempted is measured annually at the end of summer for the previous fall, spring and summer. Withdrawals after the first week of classes are considered hours attempted. Failure to complete at least **66 percent** of the hours attempted will result in suspension from receiving all financial aid. The student is not given a probationary period for failure to meet this criteria.

2. **Cumulative hours for program (complete degree within 150% of degree requirements):** Students are required to complete their degree requirements within 150% of the required credit hours. This will be measured at the end of each semester.

   In assessing Quantitative Progress:
   - Hours transferred in and applying to the student’s degree will be counted.
   - Students attempting a second degree or two degrees concurrently must satisfy quantitative hours will be based on degree program of longer length.

**Students will not be eligible for financial aid after earning the above number of credit hours toward their degree. The student is not given a probationary period for failure to meet this criteria.**

**NOTICE**

Students will be given written notification of probationary status, termination, or re-establishment of Title IV Financial Aid eligibility.

**REINSTATEMENT AFTER SUSPENSION**

Students must correct the problem that resulted in the suspension in order to reinstate their eligibility.

- Students that have been suspended because a QGPA below a 2.0 may reinstate their eligibility by completing coursework and achieving a minimum QGPA of 2.0 or greater.
- Students that have been suspended for failure to complete a minimum 66 percent of attempted credits must complete at least nine semester credit hours (need not be taken in one semester) without financial aid **and** must complete at least 66 percent of the of the credits attempted.

A student re-establishing their financial aid eligibility may be paid financial aid after the period in which he or she re-establishes satisfactory progress, but not during the period(s) when the student was attempting to re-establish satisfactory progress. Example: During the Fall semester, the student is establishing eligibility for financial aid and is not receiving financial aid. After attaining the above criteria, the student is eligible to receive financial aid during the following period, which would be the Spring Semester.

A student that has been suspended from Title IV financial aid eligibility **and** has withdrawn from Methodist College and has re-applied and been accepted into a program at Methodist College; will be placed on a one semester probation. At the end of the probation period, the student must

- achieve at least a 2.0 QGPA and
- complete 66 percent of the attempted courses.

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A student achieving this goal will be reinstated for financial aid for the following semester. During this probationary period, the student will be eligible for financial aid. A student not achieving this goal will be suspended from further financial aid.

**APPEALS**

A student may appeal the decision based on these mitigating circumstances:

1. Injury or illness to the student.
2. Death of a relative.
3. Undue hardship as a result of special circumstances.

Appeals to this policy may be submitted in writing to the Appeals Committee. The Committee’s decision may be appealed to the Vice-President of Student Affairs or (in the case of an advising conflict), the Dean of Students; whose decision is final.

**Probation is limited to 2 terms.**

*(Revised May, 2008)*

**SATISFACTORY PROGRESS POLICY**

**Students in Certificate Programs**

Satisfactory Progress compliance insures that a student will:

1. Graduate within the maximum allowed amount of time.
2. Maintain the minimum requirements to remain in school.
3. Be entitled to receive federal aid (grants and/or loans) at each disbursement.

Satisfactory Progress is measured in two ways:

- **Qualitative** – in terms of quality of work
- **Quantitative** – in terms of cumulative clock hours

**QUALITATIVE PROGRESS (CGPA)**

A student must maintain a Cumulative Grade Point Average (C.G.P.A.) of at least 2.0.

- The effects of course withdrawals or repeated courses on CGPA are stated in the Catalog.
- Incomplete courses will be treated as hours not completed for these calculations. If the student subsequently completes an incomplete course, he or she may request a recalculation from the Financial Aid Office of the percentage completed.
- New or transfer students will be considered to be making Satisfactory Progress for the first term.
- Readmitted students will be treated as transfer students for one term.
- Readmitted students with a prior Satisfactory Progress suspension from Methodist College, see below.

**Probation and Suspension**

Students not attaining CGPA of a minimum 2.0 at the end of each term will be placed on probation for the next term that they are enrolled. Students will be eligible to receive financial aid for the probationary term. At the end of the probationary period, a minimum CGPA 2.0 must be attained. **Students not achieving a minimum 2.0 by the end of the probationary term will be suspended from receiving financial aid.**

**An Exception to the Probation Policy**

Federal regulations require a student to attain minimum CGPA of 2.0 at the end of the 4th term. A term is counted regardless of the number of clock hours enrolled. **If the student does not have a minimum CGPA of**
2.0 by this point, he or she will not be given a probationary period and the student will no longer eligible for financial aid.

**QUANTITATIVE PROGRESS**

Federal regulations require that no more than 150% of the total clock hours in their program are eligible for Federal financial aid.

To ensure that the student does not receive federal financial aid over this amount, students will be measured incrementally at the end of each term they have completed. Students must complete 66 percent of the scheduled clock hours less transfer hours for each term in order to maintain satisfactory progress. Review of the student’s progress will be made at the end of each term. To remain eligible for federal financial aid, the students must meet the minimum clock hours during the respective term:

<table>
<thead>
<tr>
<th>Term I</th>
<th>Term II</th>
<th>Term III</th>
<th>Term IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assistant</td>
<td>133</td>
<td>133</td>
<td>133</td>
</tr>
</tbody>
</table>

An example of Calculating 66 Percent of Clock Hours of each Enrollment Period Where Financial Aid Has been Earned assuming no transfer hours

By following the above schedule, students ensure that they will complete their programs within their scheduled contract time. The number of hours that a student can accumulate far exceeds this minimum requirement when attending on a regular daily basis. Only students who qualify and maintain satisfactory progress are eligible to receive Title IV assistance. Students who meet the minimum requirements for attendance and academic progress shall be considered to be making satisfactory progress at the time of each scheduled disbursement as outlined on the Disbursement Schedule.

**Excused Absences**

Excused absences must be made up.

**Suspension**

Failure to attain the minimum clock hours at the end of the term will result in the student’s suspension from federal financial aid. No probationary period will be granted. The student will be notified in writing of his/her suspension. The student will not be eligible for federal financial aid.

**REINSTATMENT AFTER SUSPENSION**

Students must correct the problem that resulted in the suspension in order to reinstate their eligibility.

- Students that have been suspended because of a QGPA below a 2.0 may reinstate their eligibility by completing coursework and achieving a minimum QGPA 2.0 or greater.
- Students that have been suspended for failure to complete a minimum 66 percent of attempted clock hours must complete at least 200 clock hours (need not be taken in one semester) without financial aid and must complete at least 66 percent of the of the clock hours attempted.

A student re-establishing their financial aid eligibility may be paid financial aid after the period in which he or she re-establishes satisfactory progress, but not during the period(s) when the student was attempting to re-establish satisfactory progress. Example: During the Term I, the student is establishing eligibility for financial aid and is not receiving financial aid. After attaining the above criteria, the student is eligible to receive financial aid during the following period, which would be Term II.
A student that has been suspended from Title IV financial aid eligibility and withdrawn from Methodist College and has re-applied and been accepted into a program at Methodist College; will be placed on a one term probation. At the end of the probation period, the student must

- achieve at least a 2.0 QGPA and
- complete 66% of the attempted courses.

A student achieving this goal will be reinstated for financial aid for the following term. During this probationary period, the student will be eligible for financial aid. A student not achieving this goal will be suspended from further financial aid.

**APPEALS**

A student may appeal the decision based on these mitigating circumstances:

1. Injury or illness to the student.
2. Death of a relative.
3. Undue hardship as a result of special circumstances.

Appeals to this policy may be made in writing to the Appeals Committee. The Committee’s decision may be appealed to the Vice-President of Student Affairs or (in the case of an advising conflict), the Dean of Students; whose decision is final.

*(Revised May/200)*

**Financial Aid Programs Available at NMC**

The major types of financial aid available to eligible students at NMC are scholarships, grants and loans. Inquiries about eligibility and the application process should be directed to the Financial Aid Office.

**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. (See the following section on these scholarships for more information.)

**Grants**

Grants are free aid based on the federal definition of need. Students must complete the FAFSA to determine grant eligibility. Funding is limited for all grants (except Pell Grant). See “Deadlines” above. *Early application is advisable.* All grants (except NMC grants) are limited to students seeking their first baccalaureate degrees.

**Federal Pell Grant** is awarded to undergraduate students who meet federal eligibility requirements. The amount awarded is determined by a federal formula. The grant can be paid for less than half-time enrollment.

**Federal Supplemental Educational Opportunity Grant (SEOG)** is a grant administered by the College and is distributed to eligible undergraduate students based on need. The SEOG can be paid for less than half-time enrollment.

**Academic Competitiveness Grant (AC Grant)** is a Federal Grant for full-time Pell-eligible students. Eligible students must be U.S. Citizens, enrolled in a degree program, full-time in their first or second academic year and must have completed a rigorous secondary school program. Other criteria may apply.
Nebraska State Grant is a grant provided by the state of Nebraska and the federal government. Awards are made to students who are eligible for the Pell Grant and who are at least half-time enrollment and Nebraska residents.

NMC Grants are provided by funds from the Methodist Hospital Foundation. This need-based grant is available to non-Pell-eligible students. Students must be enrolled on at least a half-time basis to qualify for this grant.

Federal Work Study (FWS)
Federal Work Study positions are available for students with need. A FAFSA and Methodist Health System applications are required. Students generally work 10 hours a week and may work through the summer. Students are subject to pertinent federal regulations. Students are considered employees of the Methodist Health Care system but are not eligible for benefits.

Loans
Eligibility for most loans is determined by the results of the FAFSA. Students must submit a loan application if they want to apply for a loan. There are two types of loans: loans that replace need (need-based loans) and loans that replace the Estimated Family Contribution (EFC) (non-need loans). If students feel they need more aid than shows on their Award Letter, they are encouraged to talk to the Financial Aid Office to find out if they have additional eligibility and what types of loans are available. Students are cautioned, however, loans must be repaid. Students should consider carefully their cumulative loan burden before borrowing for living expenses. All loans require half-time attendance. All loan applications are available in the Financial Aid Office.

Note: Recently enacted changes to the Higher Education Act of 1965, as amended, may alter the terms, award amounts, eligibility requirements, deferments and other aspects of the federal loan programs described below. Information under each federal loan program is subject to change without notice.

Need-Based Loans
Federal Subsidized Stafford Loan is a loan available to students based on need through a student-designated lender. The federal government pays the interest while a student is enrolled at least half-time, and for a six-month period after half-time status ceases. The amount a student may borrow is determined by a student’s need, annual loan eligibility determined by student’s grade level and the cost of education.

Federal Perkins Loan is available to students enrolled in Allied Health Programs. This need-based loan has a 5 percent interest rate. Funds are limited, early application is advisable.

Nursing Student Loan is a loan available to students enrolled in Nursing Programs. The interest rate of this need-based loan is five percent. Students must be credit-worthy to be approved for this loan. Funds are limited, early application is advisable.

Non-Need-Based Loans
Federal Unsubsidized Loan is a loan available to students through a student-designated lender. It is similar to the Federal Subsidized Stafford Loan but is not need-based and the federal government does not pay the interest while the student is in school. Other restrictions may apply.

Nurse Faculty Loan is a Federal loan for students in the Masters in Nursing program. Students who graduate and work as nursing faculty in a school of nursing can cancel up to 85% of this loan. Students must be full-time for at least 2 semesters of the academic
Alternative Loans. Methodist College works with a variety of private lenders who provide private funds for students needing additional funding. The major types of financial aid available to eligible students at NMC are scholarships, grants and loans. Inquiries about eligibility and the application process should be directed to the Financial Aid Office.

The Methodist Health Care System provides benefits to employees of the Health Care System.

Tuition Assistant Program (TAP) is available after 6 months if working a minimum of 16 hours a week. The benefit is up to $2000 a calendar year.

Employee Development Grant is a benefit for employees of 2 or more years attending Methodist College.
Employees must be working a minimum of 16 hours a week and must attain a minimum GPA of 2.0 in their courses. The benefit is up to $1600 an academic year.

External Resources
Students are encouraged to seek other resources to finance their educations such as Vocational Rehabilitation, Reserve Officer Training Corps (ROTC) or other programs.

Private Scholarships are available through a variety of civic organizations in a student’s hometown and in the Omaha area. Students are urged to seek scholarships from hometown service organizations. High school counselors may be able to offer assistance. The Financial Aid Office will notify students by their college email of new scholarships that are made available. John Moritz Library staff will assist students in using the Internet to locate other sources of private scholarships.

Reserve Officer Training Corps (ROTC) is an option for baccalaureate nursing students. Students in the ROTC program take military science courses at Creighton University and have access to scholarships and leadership training. Upon graduation, the student is commissioned as an officer in the Army Nurse Corps.

Vocational Rehabilitation benefits exist for college students with physical disabilities that impede pursuit of gainful employment or threaten continued employment. Applications and requests for additional information should be made to the local bureau of the Vocational Rehabilitation Office.

NMC Scholarships
The College assists students at NMC by providing supplementary financial resources based on academic performance, 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 will have sole responsibility for establishing regulations governing 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. The deadline is January 15 for current students.
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 and Financial Aid Office on the Main Campus.

8. In addition, the Committee urges students to seek scholarships from business, civic, service and professional groups within his/her community.

Methodist Hospital Foundation Scholarship Donors
Donors who believe in the future of our individual students support the Methodist Hospital Foundation Scholarship fund. Students who apply for a College Scholarship may receive a scholarship in the name of a particular donor. The following is a list of individuals who have generously supported the Foundation Scholarship Fund.

Edith Meyer Anderson
Sophia V. Anderson Memorial
Harvey Applegate Memorial
Earl and Fay Bailey
Oliver and Ferrol Barklage Memorial
Drs. Dennis and Jeanne Beavers
Lydia Beck Memorial
John Becker Memorial
Lola Hoffman Bell and William Harris Bell Memorial
Lawrence and Jean Beyer Alumni
Claude and Alta Breed Memorial
Howard and Leila Buffett Memorial
Ardis Buffington
Helen Bush Memorial
Ken Bush Family
Wava M. Bush Memorial
Dr. and Mrs. John H. Calvert Memorial
Wilbur and Velma Case
Centennial Alumni
Helen Cherniack Memorial
Pearl Christian Memorial
Dr. Alva H. Clark
Carol Kay Clark Memorial
Carolyn K. Clark Memorial
Raymond F. and Hildegarde M. Conley Memorial
Betty Cropper Memorial
Susan D. Cropper Memorial
Margaret M. Crowe Memorial
Laura Watson Dalton Memorial
Charles and Dorothy Dietrich Memorial
James and Florence Duffy Memorial
Jack Elder Memorial
Ruth Berggren Elliott Master Teacher Award
Eugene E. Erks Memorial
Margaret M. Ernst
Edna A. Fagan Alumni

John and LaVaughn Fries
Harold and Marian Fuller
Paul and Margaret Gessaman
Shellie Gillespie Memorial
Global Future Alumni Scholarship
Mr. and Mrs. Benjamin Gottschalk
Graduate Medical Education
Lloyd and Donna Haack
Bernice Hanson Memorial
Jessie Harris Memorial
Zelpha Harrison Memorial
Leonard F. Hartwig
Gordon and Helen Harvey Memorial
Basil Hazer Memorial
Theodore and Adele Hazer
Leland M. Higbee Memorial
Harold Hite Memorial
L. Thomas Hood, MD
Jeanne Hopper Memorial
Harriet N. Hunt Leadership
Nancy Inman Memorial
Lois Turner Jones Memorial
Earl and Ina Jorgensen Memorial
Marie B. Kilmer Memorial
Winifred Klitzke Memorial
Roger and Nancy Koehler Scholarship
James R. Kovarik, MD, Memorial
Gloria Thornton Kratzke and Jean Thornton
Helen Kremer Memorial
Minna A. Lahn Memorial
Mr. and Mrs. Nick Lalich
Pamela Turner Larsen Memorial
JoAnn and Dale LeBaron
Raymond G. Lewis, MD, Memorial
Beverly Limbeck Memorial
Vernon and Virginia Lindstrom
Randy Fleming
Ruth Freed, NMH, Nurse Management
Gertrude May Memorial
Patrick J. McCarville
Gary and Kathy McConnell
Dr. and Mrs. C. W. McLaughlin, Jr.
Gertrude Scheuneman Memorial
Evelyn D. Schwalm Memorial
Carolyn Scott Memorial
Jamie Jacquelyn Scott Memorial
Katherine Shreffler Memorial
Gertrude M. Shriver Memorial
M. Cooper Smith Memorial
Sonography Scholarship
Fay Southwell Memorial
St. Luke United Methodist Church
Buddie William Stull Memorial
Willis H. Taylor Jr., MD, Memorial
Virginia Thompson, MD
Nancy K. Vail Memorial
Dora E. Vandas Memorial
Vetter Health Services
Volunteers In Partnership
Walters-Fisher Memorial
Mary Graham Weeth Memorial
Dr. William and Lila Weingarten Memorial
Ruth B. Werblow Memorial
Irvin and Ruth Werner Memorial
Lee Wilson Memorial
Robert D. Wilson Memorial
Gertrude M. Shriver Wishmeier
Catherine Wotherspoon Memorial
Dorothy C. Manoli Memorial
Louise Martin Memorial
Dr. William and Jeanette Schlichtemeier
Clara Schoettger Memorial
Carl P. and Hilda A. Schreiter Memorial
Charlotte Schultz Alumni
Mead Johnson
Methodist College Spirit Alumni
Methodist Medical Staff
Methodist Student Nurses Association
Jesse and Opal Moritz Memorial
Karen Krall Murphy
NMC College Faculty
NMC Parents and Students
NMC Student Crisis Fund
Ronald and Mary Ann Patton
Vandla A. Petersen, RN, Memorial
James M. Paxson Memorial
Harold O. Polian Memorial
Mereda Powell Memorial
Plummer and Ida Purdham Memorial
Radiology John F. Schenken Memorial
Professional Freedom
Hugh Ralston Memorial
M. Marjorie Raynor Memorial
Walter and Madeline Rebello Memorial
Grace and Harry Riley Trust
Walter Bruce Remington Memorial
Gladys A. Roberts Memorial
Shirley Robins Alumni
Radiology: John R. Schenken, MD, Memorial
Student Developmental Services

Student Developmental Services offers a variety of developmental programs and services which are designed to assist students in defining, clarifying, and achieving educational and personal goals. The Student Developmental Services Department provides opportunities to enhance holistic life skills throughout the NMC experience. This department supports a total college student development plan that includes:

- orientation
- academic advising
- counseling and special services
- academic skills development
- student governance
- student life
- residence life
- leadership development
- student health
- career advisement
- honoring ceremonies
- student activities
- community service
- multiculturalism
- tutoring
- first year experience

Professional staff members who provide the following services are available by calling (402) 354-7211.

Academic Advising

To facilitate effective decision-making and completion of academic coursework in an educationally sound manner, matriculated students work with an advisor to monitor and assist progress through their program of study. Academic advisors work closely with students, helping them achieve professional and/or personal goals through registration and program planning.

Students enrolled in the certificate and allied health programs are assigned to their program director or coordinator as their academic advisor and maintain this advisor throughout program completion.

Nursing students work with a freshman academic advisor during the first year of their nursing program. After completion of their first year of nursing coursework, nursing students are assigned to an academic advisor from among the nursing faculty until program completion.

Academic Skill Building

The Academic Skills Specialist provides academic skill building services to students in one-to-one or group interactions designed to help each student fully realize his/her academic potential. Students receive instruction in academic skills designed to enhance performance in all of their courses.

Individual assessments provide students with personal profiles of learning modalities, strengths, and needs. Follow-up sessions focus on assisting students to achieve maximum growth through development of basic skills, study strategies, motivation, and time management. Additional workshops are offered in response to student requests.

Counseling

Confidential counseling services are provided to assist students in making positive adjustments in their academic and personal life. Professional counselors offer assistance in dealing with personal crises, self-esteem building, assertive skill development, problem solving, decision-making, time and multiple role management, test anxiety and career development. Counselors do not provide diagnosis or treatment for severe emotional difficulties, but can provide immediate referral resources. Counseling sessions may be short-term or long-term depending upon need and desire. Services are confidential and free-of-charge.
First Year Experience (FYE)
First year Experience (FYE) is a program designed for the incoming freshman student who just graduated from high school. FYE is a semester long series of programming that assists in the transition to college and student success. NMC resources are highlighted and made easily accessible. This program provides the opportunity for students to become familiar with NMC, their fellow students, and college life.

Multicultural Support
Nebraska Methodist College is committed to creating a harmonious community characterized by awareness, integrity, cooperation, and mutual respect for diversity. We strive to identify and eliminate cultural barriers that inhibit success and to affirm, respect, and celebrate cultural differences. The College has a deep commitment to building a culturally-inclusive environment that values all of its members. Various College departments and committees exist that:

• Promote a collegiate atmosphere supporting a sense of belonging for students of color.
• Organize activities promoting cultural appreciation and awareness.
• Provide holistic support to students of color in their pursuit of both academic and personal goals.

New Student Orientation
New student orientations are planned each year to assist students in building a solid foundation for success. Information is presented to students and family members to increase familiarity with day-to-day routines and essential resources. Orientations also assist in building an understanding of the many strategies for achieving personal and academic success at NMC.

Professional Development
As a part of the professional development of students, opportunities are available for students to learn job search skills including resume writing, interviewing skills and job search strategies. Placement opportunities are made available to all graduating students. Contact the Academic Skills Specialist or review the jobs and opportunities binder located in the Student Center for further information.

Student Housing
The Student Housing Program at NMC is an integral part of the educational program and academic support services of the institution. The Josie’s Village provides students with a dynamic living/learning environment that enhances individual growth and development. See the Housing Handbook for more information.

Services for Students with Disabilities
NMC endeavors to provide qualified students with disabilities equal access to the College’s educational opportunities, facilities, programs and activities in the most integrated setting appropriate to the needs of the individual. When necessary to accomplish this goal, the College will make reasonable modifications to policies, practices or procedures or provide auxiliary aids and services, as long as doing so will not fundamentally alter the nature of the College’s programs or impose an undue burden. It is the student’s responsibility to request accommodations.

Since some actions may not be possible without advance notice, students who may require such assistance must notify the College at least two months in advance. Students requesting such assistance will be required to provide information and documentation regarding their disabilities and their limitations, including appropriate medical information. In addition, students must participate in evaluations arranged by the College for the purpose of collaborating on appropriate learning strategies. All personal and medical information will be considered confidential. For more information, contact the Academic Skills Specialist.
Student Employment

Employment opportunities are posted on the college web site. These opportunities include health care, retail sales, fast food and baby-sitting. The Human Resources and Supervisory teams of Methodist Health System are especially interested in talking with students about employment throughout enrollment and upon graduation. There are several employment options/positions. Human Resources offices are located at the Corporate Office (8601 W. Dodge Road), Methodist Hospital (8303 Dodge St.) and Shared Services (1725 S. 20th St.). Students are invited to visit any of these locations to review job postings and complete an application.

Additionally, students may review open positions and apply to Methodist Health System online by visiting www.bestcare.org or by e-mailing their resumes with cover letter to www.hrbus@nmhs.org. As employees of Methodist Health System, NMC students may be eligible for a wide variety of benefits, which include tuition assistance, the Employee Development Scholarship, flexible hours, paid time off, health and dental benefits and others.

Student Health

NMC believes in a proactive approach to sustaining health. Undergraduate and certificate students are required to have a health assessment at the NMC Student Health Center or from their own health care provider prior to beginning classes at the College. All students must provide documentation of required immunizations. Students will be withdrawn from classes if current health records are not submitted by the required deadlines. See the Student Health Insurance, Immunization and Infectious Disease policies in the “General Student Policies” section of this catalog. For further information, contact the Student Health Office or refer to the Student Handbook.

Student Publications and Handbooks

The Student Handbook is located on the college website. The handbook contains policies, procedures, information and regulations important to the daily lives of students. All students are responsible for adhering to the policies and procedures explained in the Student Handbook. The Campus Housing Handbook is issued to each resident of the Josie’s Village upon moving in. The handbook contains policies, procedures, information and regulations important to daily life in residence. The Financial Aid Handbook is given to financial aid recipients (students) with the first Award Letter. Students are held responsible for knowing and following these financial aid regulations, policies and procedures. Program Handbooks are available to all prospective students through the College website, during program orientation or at the beginning of the student’s first clinical course.

Transportation and Parking

Students are responsible for their own personal transportation. Public transportation is available to and from many affiliate agencies. Some clinical experiences require the use of an automobile. Students must park in designated areas at all facilities. Parking stickers are required and can be obtained at the Information Desk in the Clark Center.

Full-time students residing in Omaha and driving a vehicle with license plates registered in a county other than Douglas must apply for a City of Omaha wheel tax student exemption sticker. Students failing to apply for an automobile identification tag may be subject to a fine, as well as towing and storage charges. Vehicle exemption stickers may be obtained from the Clark Center Information Desk. See the online Student Handbook for further information regarding parking at NMC and Methodist Hospital.
Tutoring

Free tutoring is available to NMC students. Peer tutors are instructor referred and have completed the courses they are tutoring. Tutors can help clarify concepts, review class notes, answer questions, and suggest note-taking and test taking strategies. Tutoring offered in both group settings and individual sessions. To sign up for a tutor contact the Academic Skills Specialist.
Campus Life

Student Leadership and Governance
Campus activities and organizations offer students opportunities to become an integral part of the College community through participation, investment and an increased understanding of the community. Significant opportunities for leadership development are available.

Student Government
The Student Government is the official organization of the NMC student body. The purpose of Student Government is to serve all students of NMC by developing a sense of community and understanding, coordinating the collaboration of student organizations and enriching the educational environment through community service and leadership. Five student officers are elected each spring. Additionally, in the fall semester there are seven students elected as committee chairs. Each organization is responsible for sending one representative to general meetings. The Student Activity Fee is allocated directly to the Student Government. A professional staff member serves as the Student Government advisor.

Ambassadors
Ambassadors are students who assist the Admissions and Student Developmental Services Departments in recruitment and orientation activities. Members provide support and encouragement to new students while drawing on their own experiences with multiple role management. Members also have opportunities to enhance public speaking ability, interpersonal communication and leadership skills.

Methodist Allied Health Student Association
The Methodist Allied Health Student Associations (MAHSA) are composed of students enrolled in allied health programs, including Physical Therapist Assistant, Radiologic Technology, Respiratory Care, Sonography and Surgical Technology. Each chapter elects its own officers and functions independently. The chapters often collaborate on professional development and community-service activities.

Student Housing Association
All residents of Josie’s Village are considered members of the Student Housing Association. Each year an executive council is elected, as well as representatives for first-year students and various committees. The Student Housing Association is responsible for responding to student issues and concerns as well as planning social and educational events for the members of the village community.

Resident Assistants
The Resident Assistants (RAs) are students who live in Josie’s Village and oversee residential functions. The RAs are responsive to residents’ needs. Problems, complaints and input on residence issues should be communicated to RAs in written and/or verbal form. RA selection is held each spring.

Methodist Student Nurse Association
The Methodist Student Nurse Association (MSNA) prepares students for professional responsibility and serves as a way for student nurses to communicate at the local, state and national levels. The National Student Nurse Association is the largest independent student organization in the country.
**Campus Crusade for Christ**
Campus Crusade for Christ is a Christian interdenominational organization on college campuses throughout the world. Students have the opportunity to attend Bible studies, missionary outreach trips, leadership retreats, join events with local campuses and other social venues.

**NMC Sorority**
The NMC Sorority promotes service to humanity and forms lifelong bonds of friendship among students, no matter the gender, race or belief system. The sorority believes in the promotion of personal development and intellectual growth.

**Leadership Development – Pathfinders**
Pathfinders is a leadership development program open to all students. Participants develop a personal philosophy of leadership, reflect upon their values and participate in group processes and planning. Pathfinders plan and implement *Carpe Diem*, an overnight team-building experience for incoming students. Reflection, discussion and community service form the foundation of the. Membership is by application. Applications are available from the Coordinator of Leadership Development.

**Honor Societies**

**Lambda Beta**- Lambda Beta is the national honor society for respiratory care. Students who meet the standards of excellence and have achieved a GPA in the top 25 percent of respiratory care Associate and Bachelor graduates are nominated by the Nebraska Methodist College Chapter. Nominees are eligible to join the Lambda Beta Society and become eligible for scholarships and recognition.

**Lambda Nu**- The Nebraska Beta Chapter of Lambda Nu is the national honor society chapter for radiologic and imaging sciences at NMC. Students who successfully meet national and chapter standards of academic excellence and service are inducted into the Society prior to commencement. Members are granted lifetime membership and privileges, including eligibility for scholarships and professional development.

**Nursing Honor Society**- The Nursing Honor Society is committed to fostering excellence, scholarship and leadership in nursing to improve health care. Membership is by invitation to students in baccalaureate and graduate nursing programs meeting criteria and to qualified community leaders. The Tau Tau Nursing Honor Society is a chapter of Sigma Theta Tau International.

**Surgical Technology National Honor Society**- The mission of the AST National Honor Society (NHS) is to recognize the achievement of surgical technology students and to support the learning and professional development of our members who strive to improve the surgical technology profession.

**Recreation**
Campus facilities include a Student Center and the Fitness Center. There are a variety of activities planned throughout the year according to student interests, including sports, musical, social and educational events. The Coordinator of Leadership Development has the most current information about campus activities. All NMC students have access to activities and facilities on campus.
College Facilities

Bookstore
Textbooks for all classes, as well as some reference and general books, may be purchased through the College Bookstore located in the Clark Center. Also available are supplies, sportswear, gift items, greeting cards, candy and snacks, health and beauty aids, stethoscopes, lab coats and other medical supplies. Bookstore hours are posted on the bookstore windows.

Fitness Center
The Fitness Center, located on the 1st level of the Clark Center, is an un-staffed facility which requires prior approval before being authorized to use. This process includes a review of a brief medical history, physician approval (if warranted) and the signing of a Release of Liability form and an Informed Consent form. Signature of parent or legal guardian is required for students 19 years or younger. You will be able to gain access to the Fitness Center with your student ID card after approval and authorization has been granted.

Food Service
Breakfast and lunch items are offered for sale in the Dining Area of the Clark Center on most work days. Dinners and weekend meals are available at the Methodist Hospital Cafeteria. Microwaves and vending machines are available in the Clark Dining Area. A refrigerator is located in the Student Center.

Housing Facilities
NMC offers student housing at 588 North 88 Plaza. Housing contracts and additional housing information will be mailed to students following admission to the College.

Josie’s Village- All units are apartment style with private bedrooms and full kitchens. They are fully furnished. The dining rooms are equipped with a table and chairs. The living rooms will include a couch, lounge chairs, a coffee and end table. Each bedroom contains a twin-sized bed, dresser, night stand, desk and chair. Each of the buildings within Josie’s Village includes secured access, laundry facilities and wireless internet access. Students are expected to furnish bed linens and accessories, bath linens and accessories and cooking utensils. Students are expected to care for their own apartments. The Resident Assistants and Student Housing Coordinator are available to assist new students with questions regarding living on-campus.

Library Services
John Moritz Library maintains a collection of books, journals, and online resources selected to support teaching, learning, and research at Nebraska Methodist College. The collection emphasizes nursing, nursing education, women’s health, obstetrics and gynecology, oncology, and select allied health disciplines. Through its Web pages, www.methodistcollege.edu/asp, the library provides both on-campus and remote access to research databases including CINAHL, PubMed, Academic Search Premier, PsycInfo, and the Cochrane Database of Systematic Reviews. The library maintains 270 active periodical subscriptions and offers full text access to select content of nearly 5,000 licensed and open-access journals. The library procures books and journal articles not in its collection through interlibrary loan service.

The library, located on the second level of the Clark Center, is an inviting, student-centered facility that accommodates both individual and group study. Knowledgeable librarians and staff members orient students to
library services and resources; instruct students in database search skills; assist in evaluation of information sources; and offer guidance with research assignments. All library computers are equipped with Microsoft Office 2007. Printers, photocopiers, TV/DVD players, microphones, and a scanner are available to students.

**Learning Laboratories and Spaces**

**Cadaver Laboratory**
Nebraska Methodist College offers a human cadaver laboratory component of Anatomy and Physiology courses. The laboratory experience consists of lectures and demonstrations given by qualified anatomy instructors utilizing prosected human cadavers in newly remodeled laboratory space. Students have the unique opportunity to learn about the structure and function of the human body from the human cadavers during designated lab times as well as during times scheduled outside of class and lab hours.

**Medical Assisting Laboratory**
This Medical Assisting laboratory is fully equipped and designed as an outpatient medical office setting. Students establish competency for the entry-level skills they will bring to the clinical setting in their program externship. The laboratory contains anatomy models, a full-size manikin, skeletons, EKG equipment, suture and staple removal kits, minor surgical instruments, exam tables, as well as many other types of clinical equipment. The laboratory is utilized during class periods and scheduled as requested on an individual basis. The Medical Assisting classroom is adjoined to this laboratory due to the frequent integration of didactic and hands-on learning utilized in the program.

**Nursing Assistant Laboratory**
The Nursing Assistant laboratory is a fully equipped laboratory area with 5 beds and practice areas designed to provide a safe, learning environment. Students establish competency for the skills they will bring to the clinical setting through practice that incorporates the use of manikins and a variety of patient care equipment. The laboratory is utilized during class periods and scheduled as requested on an individual basis. The Nursing Assistant classroom is adjoined to this laboratory due to the frequent integration of didactic and hands-on learning used in the program.

**Nursing Skills Laboratory**
The nursing skills laboratory consists of two state-of-the-art laboratory areas, fully equipped with 12 beds, designed to facilitate student learning and increase critical analysis. There is a high tech simulation room with video feedback to a classroom where students and faculty can observe and critique clinical scenarios. This learning centered laboratory design integrates classroom knowledge with practice and promotes application, comprehension, and analysis through the nursing process. The structured environment allows students to safely perform high risk skills and develop competencies before and during actual clinical experiences.

**Phlebotomy Laboratory**
Students in the phlebotomy program are able to practice blood-draw techniques in a supervised laboratory setting that includes learning resources, anatomical models, and general medical supplies that the phlebotomist uses in clinical practice. The lab experience is purposefully integrated with classroom material.

**Physical Therapist Assistant Laboratory**
The majority of PTA classes are held in the laboratory space, allowing students to practice techniques at the time of instruction. During laboratory sessions, students work with current equipment as well as physical modalities (ultrasound, electrical stim) commonly used in physical therapy clinics. Students gain hands-on
experience and competency with therapeutic equipment prior to starting their clinical coursework. The lab is also equipped with anatomical models, reference books, and a computer to which PTA students have access at all times.

**Radiography Laboratory**
The Radiography laboratory is equipped with a non-energized radiographic machine, and a portable radiographic machine, that allows students the ability to simulate exams and fine-tune their positioning skills. The laboratory also contains a variety of equipment and supplies including films, grids, QA equipment, sterile supplies, computer and text references, and models. The lab is designed to support integration of classroom material with experiential learning in a controlled environment.

**Respiratory Care Laboratory**
This laboratory offers Respiratory Care (RC) students the opportunity to gain competency with diagnostic and therapeutic equipment similar to that used in their clinical practice. Students practice simulations with a mechanical test lung which demonstrates compliance and resistance changes in cardiovascular disorders. Experienced respiratory therapists serve as instructors to guide students in learning procedures in the laboratory. In addition, RC students may use the area outside of scheduled times to practice on their own. The laboratory is also available for RC students for private or group study using models, reference books and computer – assisted instructional aids. It is located on the second floor of the Clark Center.

**Sonography Laboratory**
The Sonography laboratory offers students the opportunity to practice with real-time ultrasound equipment. Students learn how to operate equipment, explore physical properties of sound-tissue interaction, and develop and practice exam protocols prior to entering clinical practice. The laboratory experience is designed to integrate classroom knowledge with ultrasound instrumentation, and does not replace clinical hands-on experience. In addition, the laboratory contains audiovisual aids, textbooks, 3-D models and other educational reference material.

**Student Center**
The Katherine Shreffler Student Center, located in the Clark Center, is available for student gatherings, relaxation and refreshments. The Center is equipped with a refrigerator, microwave, telephone, tables for meetings and/or studying, a big screen TV and couches for relaxation.

**Student Quiet Study**
Quiet study rooms are available on the second floor of the Clark Center. Students may use study rooms individually or as a small group.

**Surgical Technology Laboratory**
The Surgical Technology lab was built to closely mimic a complete and functional operating suite. It contains an operating room table, back tables and mayo stands to assemble sterile supplies and instruments for the sterile field, scrub sinks, anesthesia machine, treatment modalities, patient positioning aids, completely stocked suture locker, functional laparoscopy suite and trainer, and a wide variety of surgical instruments for all surgical specialties and supplies. Completing “surgeries” on simulators under the watchful eye of the integrated ceiling camera allows the student to critique and improve skills prior to entering the clinical component of the program.
General Student Policies

Student Health Requirements

Degree-Seeking and Certificate Students
Prior to enrolling, all certificate- and degree-seeking students admitted to NMC must have a pre-entrance health assessment and must complete the Student Health Service Pre-Entrance Report. Although students are welcome to use a health care provider of their choice, the NMC Student Health Center will provide the health assessment and necessary immunizations at greatly reduced costs. The pre-entrance health assessment at the Student Health Center is $25. The Student Health Center is located in Room 3233 of the Clark building on the Josie Harper campus. Students are encouraged to make appointments by calling 354-7210 or 354-7211. Once enrolled, students are required to have an annual PPD test. Documentation must be submitted to the Student Health Office at the College. Students who are not compliant with health record requirements will be withdrawn from classes. See Student Health Services for more information.

Graduate and Online Students
All graduate and online students must complete the Graduate/Online Student Health Form which can be found on the college website.

Immunization
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 or complete a waiver through the College. Students must report their immunization status with their pre-entrance health assessment. Any changes in status must be reported to Student Health at 354-7211. Failure to do so may result in an ineligibility to enroll and/or continue in NMC courses.

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 Student Handbook.

Student Health Insurance Coverage
All Nebraska Methodist College students taking 3 or more credit hours are required to purchase the UnitedHealthcare StudentResources insurance plan, unless proof of comparable coverage is provided. (This excludes online, nursing assistant, and phlebotomy students.) Information on the policy can be found at www.uhcsr.com.
Personal Conduct Policies

College Code of Conduct Policy

Being a student at NMC communicates an intention and commitment to join the College community. Each student’s enrollment therefore 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. Through the delivery of health care, a student assumes serious responsibility for others. Based upon these factors, the College believes a student, as an adult, has the personal responsibility for understanding the potential impact of personal, as well as professional, behaviors upon others. Adherence to College policies and regulations is required.

NMC students are expected to conduct themselves as health care professionals and as responsible citizens of their communities. The personal conduct of NMC students is expected to reflect the high regard in which the public holds health care professionals.

The following behaviors are expected of NMC students:

• Honor all individuals or groups. This means that any physical or verbal abuse, harassment, or disrespect of others is unacceptable and will not be tolerated.
• Do no deliberate harm. This means that thefts, vandalism, possession of weapons, fireworks, illegal devices or substances are prohibited.
• Strive to facilitate in self and others behavior that maximizes potential and self-responsibility.
• Adhere to the highest personal and professional ethical standards.
• Assume accountability for self and actions taken.
• Refer peers to appropriate professional resources when necessary.
• Maintain the confidentiality of other’s personal information.
• Support the community in its efforts to improve the quality of life.

Any student, employee or other individual will be subject to disciplinary action upon violation of this policy.

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 one time 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.
• 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”.

Procedure for reasonable cause testing:
1. A student who reports to class or clinical and is suspected of being under the influence of alcohol/illegal drugs or who is 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.
2. The site supervisor/instructor will notify the program director/clinical coordinator immediately of suspected impairment and that the student has been removed from patient care.
3. If the student is at an Omaha site, they will be escorted to Employee Health (located at Methodist Hospital, 8601 West Dodge Road, phone 354-5684) for specimen collection on the day of the incident. Employee Health can be used Monday-Friday from 8am-4pm. Midwest Minor Medical (5310 So 84 Street, phone 827-6510) can be used 7 days a week between the hours of 8am-8:30pm. Work Fit Occupational Services (Lisa O’Neal 614-4056(home) or 813-4365 (work) OR Pat Upson 291-6657 (home) or 669-9495 (work) can be used 7 days a week between the hours of 8:30pm and 8am. The clinical site supervisor/instructor will inform the student they are required to be transported by a friend or family to the testing site. Students at an off-campus site, the clinical site supervisor/instructor should check with the program director or clinical coordinator for further instructions. Student confidentiality will be maintained.
4. The program director/coordinator will to notify the testing site a student is in route to be tested for suspected drug or alcohol use.
5. The student will be required to meet with the program director/coordinator within 24 hours or the next working day.
6. Students who refuse testing or fail to comply with any step in the process will be required to follow up with a counselor and may be suspended or dismissed from NMC.
7. All positive alcohol or drug screens will be referred to a counselor for evaluation. 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.

Smoking/Tobacco 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 of tobacco products is prohibited inside and outside all buildings on the NMC campus and in private vehicles parked on College property. Tobacco products include, but are not limited to, cigarettes, cigars, chewing tobacco, and pipe smoking. Individuals covered by the tobacco-free policy include, but are not limited to, students, employees, visitors, vendors, leased tenants, and contractors.
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.

*Adapted from the Methodist Health System policy for a tobacco-free environment.

**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.

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. Any student, employee or other individual is subject to disciplinary action upon violation of this policy.

**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 clients 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 client, and that they should complete the necessary care to meet the immediate needs of the client. The student will not abandon the client. The faculty will provide individual guidance to the student in the immediate situation.

**Pet Policy**

With the exception of service animals, pets are not permitted on the Nebraska Methodist College Campus.

**Sexual Harassment Policy**

Harassment on the basis of sex is a violation of Section 703 of Title VII. Sexual harassment is defined as any unwanted communication of sexual nature, whether verbal, physical, written or pictorial, which has the purpose or effect of intimidating the person receiving the communication or any solicitation of sexual contact of any nature when submission to or rejection of such contact:

1. Is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and/or conditions of academic/employment standing.
2. Is used as a basis for decisions affecting employment/academic standing of an individual.
3. 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.

If students feel this policy is being violated, they should report such harassment immediately. Violations of this kind can be discussed with a residence advisor, a counselor, an instructor or a College administrator. First, it is important that the offended party speak with someone to get assistance in ending the victimization. Secondly, it is essential that the facts be reported to a College administrator in order for the College to investigate and take appropriate corrective action. Any student or employee who engages in sexual harassment in violation of this policy is subject to disciplinary action.
Amorous relationships between an employee and a student can pose potentially serious concerns to the College. Accordingly, such relationships are highly discouraged and are absolutely prohibited when they involve individuals of unequal authority or power within the College, such as teacher-student and supervisor-student relationships.

**Sexual Misconduct Policy**
Any form of sexual misconduct, whether physical, mental or emotional in nature, is unacceptable behavior and will not be tolerated at NMC. Sexual misconduct includes, but is not limited to:
1. Any act done by force against the will of another person. If consent or acquiescence is procured by threats of violence toward any person or if the act is done while the other is under the influence of a drug-induced sleep or is otherwise in a state of unconsciousness, said act is considered against the will of the other person.
2. Any act done against another person who is incapable of giving consent because of mental, developmental or physical disability or lack of legal age to give legal consent (under 18 and not married).

**Sexual misconduct offenses need to be reported immediately to a College administrator.** Following the initiation of a complaint by the victim and where there is reasonable cause to suspect a violation of College policy regarding sexual misconduct, the College will investigate and undertake disciplinary action against the accused. 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.

**Equal Opportunity/Non-Discrimination Policy**
It is the intent and desire of the College to create an environment for all students and employees that promotes fairness, responsibility, ability and performance. The College shall not unlawfully discriminate against individuals in any of its programs, services or benefits on the basis of gender, disability, race, color, religion, age, sexual orientation, financial status, marital status, veteran status or national or ethnic origin. All programs and procedures are designed and administered in a manner intended to enhance and not limit, equal access. The College shall comply with all applicable federal, state and local laws relating to equal opportunity, including the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as applicable.

**It is essential that any complaints related to discrimination be reported immediately to a College administrator so an investigation and corrective action can be taken.** Any student or employee who engages in discrimination in violation of this policy is subject to disciplinary action.

**Family Educational Rights and Privacy Act**
Nebraska Methodist College complies with the regulations and requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974. The act provides specific rights to students with respect to their education records. They are:
1. The right to inspect and review student’s records within 45 days of the day the College receives a request for access.
2. The right to request the amendment of student’s education records that a student believes is inaccurate or misleading.
3. The right to consent to disclosure of personally identifiable information contained in student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.
Information which the act allows the College to release to a third party without the consent of a student (directory information), is limited to the following items:

- Student’s name, address and telephone listing.
- Date and place of birth (if known).
- Field of study (major).
- Previous schools attended.
- Academic class (freshman, sophomore, junior, senior).
- Enrollment status (full-time/part-time, undergraduate/graduate).
- Dates of attendance.
- Academic awards and degrees.
- Photographs.
- Email address.
- Graduation date (anticipated and official).
- Advisor.
- Achievements in campus organizations.
- Class rosters.
- Class schedules.

**Students have the right to withhold the disclosure of this information.** Students who wish to restrict the disclosure of this information or desire additional detailed information regarding student rights outlined in the Family Educational Rights and Privacy Act should contact the Director of Student Records.

**Confidentiality of Patient Records**

In accordance with federal HIPAA regulations, every student must be aware of the importance of maintaining patient confidentiality at all times. Removing any patient records (including film or video tapes) is expressly prohibited by HIPAA unless the patient has signed a release form or the material has been thoroughly stripped of all personal identifiers. The student must abide by the individual policies and procedures set forth by each clinical site pertaining to HIPAA, including rules on the use of patient case records for educational purposes. **Failure to abide by this policy may result in suspension or dismissal from the College and/or legal action brought against the student.** Student liability insurance provided by the College will not protect the student who violates this policy.

**Campus Security Information**

In accordance with the Student Right to Know and Campus Security Act of 1990 (20 USC, section 1092), Nebraska Methodist College provides information related to crime statistics and policies concerning campus security to current students, employees and applicants for enrollment and employment.

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 Methodist Hospital Operator. In emergency situations, the Operator will then contact 911 and the Security Department.

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

**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 Student Affairs 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.

**Administrative Withdrawal for Mental Disorders**
A student may be subject to involuntary administrative withdrawal if convincing evidence demonstrates that a student is suffering from a mental disorder, and because of the mental disorder, the student engages or threatens to engage in behavior that poses a threat of harm to self or others.

**Resolution Process for Academic and Non-Academic Student Concerns**
The processes in place for resolving conflict at Nebraska Methodist College allow all parties to be heard. It is important for students to be aware of these processes should they be involved in a conflict, disagreement, or misunderstanding.

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 for Nonacademic Concerns. The Vice President for Academic Affairs is responsible for the Resolution Process for Academic Concerns. These two processes are explained below. 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 Vice President and the Dean of Students.
Academic and 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 for Academic Student Concerns

Phase One:
The student must initiate phase 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 to find a solution. If a resolution is not reached, the student will initiate step two. If the student does not wish to confront the involved faculty, the student will begin the process with step two by contacting the Dean of Students.

Step 2: The student will initiate a meeting with the Dean of Students within five working days of the meeting outlined in step one. The Dean of Students will conduct an investigation and determine if a formal appeal is warranted. A formal appeal is warranted if the Dean of Students can identify a prima facie case of capricious, arbitrary, or prejudiced behavior against the student by the other involved party or parties. 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.

If a formal appeal is warranted, a meeting with the student, the Dean of Students, the involved faculty, and the Associate Dean or designee will be scheduled by the Dean of Students to take place no later than ten working days after the student’s request. The Associate 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 phase one of the resolution process, the student has the option of initiating phase two (below).

If it is determined 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.

Phase Two:
Within five working days of the communication from the Associate Dean or designee, the student will inform the Vice President for Academic Affairs if he or she intends to pursue phase two of the resolution process. If the student decides to pursue phase two, 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 an Academic 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. Academic 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 Academic Review Board meeting within five working days of receipt of the student’s application.

Phase Three:
The Academic Review Board will render its recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs has the final decision-making authority. Within five working days of the Academic Review Board meeting, the VPAA will notify in writing the decision to all parties involved.
Resolution Process for Nonacademic Student Concerns

Phase One:
The student must initiate phase 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 other involved party to find a solution. If a resolution is not reached, the student will initiate step two. If the student does not wish to confront the other involved party, the student will begin the process with step two by contacting the administrator of the department/program.

Step 2: The student will initiate a meeting with the administrator of the department/program within five working days of the meeting outlined in step one. The administrator will conduct an investigation and determine if a formal appeal is warranted. A formal appeal is warranted if the administrator can identify a prima facie case of capricious, arbitrary, or prejudiced behavior against the student by the other involved party or parties.

If a formal appeal is warranted, a meeting with the student, the administrator, the other involved party, the Dean of Students, and the Associate Dean (if appropriate) will take place no later than ten working days after the student's request. The Associate Dean or appropriate administrator will communicate a decision to the student within three working days of the meeting. If the student is not satisfied with the outcome of phase one of the resolution process, the student has the option of initiating phase two (below).

If it is determined that a formal appeal 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.

Phase Two:
Within five working days of the communication from the Associate Dean or administrator, the student will inform the Dean of Students if he or she will pursue phase two of the resolution process. If the student decides to pursue phase two, a meeting with the Vice President for Academic Affairs (VPAA) will be scheduled so the Vice President can advise the student on the application process to initiate a Judicial Board Hearing.

- The application must be submitted by the student to the VPAA within five working days of the last meeting.
- The VPAA will determine the appropriateness and involvement of witnesses. Witnesses may be deemed appropriate for either party. Additional witnesses may be submitted for consideration up to three working days before the hearing. Judicial Board Members will know the names of both parties’ witnesses prior to the hearing.
- The VPAA will finalize a date for the Judicial Board Hearing within five working days of receipt of the complainant’s application.

Phase Three:
The Judicial Board’s recommendation, the taped record of the hearing, and supporting evidence are forwarded to the Vice President for Student Affairs (VPSA) for a final decision. Within five working days of receiving such information, the VPSA will notify in writing the complainant, the respondent, and the Judicial Board Chairperson of the decision. Within three working days of receipt of the Vice President’s decision, the Judicial Board Chairperson will notify in writing Board members of the Vice President’s decision.

The decision of the Vice President for Student Affairs is final.
Unauthorized Access
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.

Waiver of Liability
NMC is not liable for damage, theft or loss of personal property. Students are advised to check personal household insurance for coverage. All students participating in off–campus programs and activities are to sign and submit a waiver of liability and hold harmless agreement.
Academic Policies

Academic Responsibility
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 in this catalog and any subsequent modifications or interpretations by the VPAA will prevail.

Academic Honesty
Students of Nebraska Methodist College are expected to conduct themselves in a manner reflecting personal and professional integrity. Academic honesty is fundamental to the integrity of professionals. Any student who fails to follow the academic honesty policy is subject to disciplinary procedures.

Disciplinary actions will be taken against students whose academic behavior is not congruent with the expectations of the College. Academic or academic-related misconduct includes, but is not limited to:
1. Plagiarism from any source. Plagiarism is the act of using another’s writing or ideas without giving proper credit.
2. Cheating or assisting another student to cheat on any examination or assignment.
3. Alteration of grades by any means.
4. Submission for credit of any work that is not the work of the student.
5. Falsification of participation and/or documentation in clinical/lab/field assignments.

Academic dishonesty is an egregious violation of conduct. Academic dishonesty of any kind will usually result in failure of an assignment, failure of the course, and/or expulsion from the College.

Student Classification for Degree-Seeking Students
NMC undergraduate students are classified according to the total number of semester hours earned:
- Freshman: 30 or fewer credit hours
- Sophomore: 31 – 60 credit hours
- Junior: 61 – 90 credit hours
- Senior: more than 90 credit hours

There are no similar classifications for graduate students.
Attendance 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.

Auditing a Course
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 associate 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 50% 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. Participation in course activity is at the discretion of the faculty member.

Campus Closure Policy
Occasionally, the College will be delayed in opening, close early, or close completely due to severe environmental conditions. College Administration will announce a delay in opening or closure prior to 5:00 am if at all possible, and will be communicated to students via the “College Hot Line” voice mail at 354-7222. Local radio and TV stations will also be notified and will 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 classes, clinical, and laboratory sessions for the calendar day. Faculty and staff are to report to the College when able, but should keep in mind that personal safety is paramount, and is the responsibility of the individual.

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

| Classroom (didactic) | 15 Class hours | = 1 credit hour |
| Laboratory          | 30 Lab hours   | = 1 credit hour |
| NS/Clinical         | 45 Clinical hours | = 1 credit hour |
| NS Preceptorship    | 96 Clinical hours | = 1 credit hour |
| PTA Clinical        | 45 Clinical hours | = 1 credit hour |
| RA Clinical         | 85 Clinical hours | = 1 credit hour |
| RC Clinical         | 50 Clinical hours | = 1 credit hour |
| SO Clinical         | 72 Clinical hours | = 1 credit hour |
| ST Clinical         | 60 Clinical hours | = 1 credit hour |

Drug and Background Check Policy
All students involved in clinical or fieldwork experiences are required to provide evidence that they are drug free, and also submit to a background check before being allowed to participate in any clinical or fieldwork experiences. If the background check and drug screening are not completed you will not be permitted to enroll in clinical courses.

Your background check and drug screening process will be initiated at new student orientation. All necessary directions and forms, and other details associated with the drug and background testing are available on-line and at orientation, including specific details regarding privacy rights and disclosure.

Evidence of a criminal background and/or history of adult or child abuse as evidenced in the Nebraska Adult and Child Abuse Registry will be referred to the Associate Dean for follow-up. Be advised that a positive result on a drug test will be forwarded to a counselor at Nebraska Methodist College as well as the student’s Associate Dean. Both the Counselor and the Associate Dean will follow up with the student on the ramifications of the
positive drug test. Possible consequences will vary depending on the level of severity and the need for additional treatment. At the very least the student will be unable to attend a clinical or field site until cleared to do so by the Counselor as well as the requirement of passing another drug test. Because drug use is illegal and therefore in violation of the Student Code of Conduct, there is also a possibility of suspension from the College or other disciplinary action.

Examinations and Grading
Grading Policy
To ensure consistent awarding of course grades throughout the College, the grading system is as follows:

<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>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</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</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>Withdrew</td>
<td>*</td>
</tr>
<tr>
<td>WX</td>
<td>Withdrawn</td>
<td>*</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></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 less than “C-” in any course is unacceptable and must be repeated. Clinical/practicum and directed studies courses are graded on a satisfactory/unsatisfactory basis. See specific policies in Nursing Department Handbook (nursing students only).

Graduate Students in Nursing Programs: Graduate students are expected to maintain a 3.0 GPA. A grade below “B” in any course triggers an automatic progression review, and may result in suspension or dismissal. A grade below “B” in two courses is unacceptable and results in dismissal from the program. In the MSN program, any grade below “B” for NS 523, NS 524, NS 558, or NS 559 is unacceptable, and results in the student having to retake the course.

Graduate Students in Health Professions Programs: Students enrolled in the NMC Master’s programs must maintain a cumulative GPA of 3.0 to graduate. All programs at NMC require satisfactory progression be made during the student’s academic career. Graduate students may not receive more than one grade below “B” during their time in an NMC program. A student receiving a course grade of “C” for the first time will receive credit
for the course, but will be advised that a second grade below “B” will result in dismissal from the College. If a student receives a course grade below “C” the student will be required to re-take the course the next time it is offered; however, they will remain in the program and may continue to take additional courses. All required coursework for the Master’s degree must be completed within six calendar years from the program matriculation date.

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”, “CR”, “NC”, “NR”, “I”, “W”, “WX”. When a student repeats a course, the latter 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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
</tr>
<tr>
<td>WX</td>
<td>Withdrawn Administratively</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 Associate Dean for final approval. Upon approval, the faculty member will provide the student, Registrar, and Associate Dean 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.

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 Associate 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 Associate 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. A copy of the Change of Grade Notice is mailed to the student, the student’s Academic advisor and to the Department by the Registrar.

**Repeating Courses**
When certificate students or undergraduates 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. 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. Graduate students should refer to “Grading Policy.”

When a course is failed, the student must meet with his/her Academic Advisor to create a written Developmental Plan. The Academic Advisor will consult with Student Services personnel as appropriate. The plan will be presented to the appropriate Associate Dean for approval. The Developmental 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.

**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 described in the program section of this catalog.

**Undergraduate**
Undergraduate study comprises two areas: general education requirements 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 general education 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 Medical Assisting</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>
</tbody>
</table>
AS Sonography – Multispecialty 78
AS Sonography – Cardiovascular 78
AS Surgical Technology 65
BS Nursing 127
BS Health Studies (hours vary depending on area of study) 121-123

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 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 NS 523, NS 524, NS 558, or NS 559.
• 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>MS Health Promotion Mgmt</td>
<td>33</td>
</tr>
<tr>
<td>MS Medical Group Administration</td>
<td>33</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>39</td>
</tr>
</tbody>
</table>

Residency Requirement
To ensure that students have met College residency requirements for graduation, certificate students must complete the prescribed plan of study in residence to receive the certificate of completion for the program. 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. Graduate students may transfer in a maximum of nine credits toward their master’s degree. Exceptions to the residency requirement can be made in extreme circumstances but require the approval of the Vice President for Academic Affairs, in consultation with the President of Faculty Senate to ensure curricular integrity.

Graduation Candidacy
After confirmation of intent to graduate from the Academic Advisor, the Registrar will audit the academic record to identify variances from compliance with graduation requirements for certificate- and degree-seeking students. Students and advisors will be notified of any deficiencies. If all degree requirements are not completed before the anticipated graduation date, students must wait until the next semester to graduate.

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 Vice President for Academic Affairs notifies students of changes to student status relative to the College by registered letter, sending copies of the letter to the Program Director, Advisor, Registrar, and Associate Dean.

Cohort Programs
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.

Regarding the Radiography, Respiratory Care, Surgical Technology, and Physical Therapist Assistant Programs, if a student fails a course, 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. Refer to specific program handbook for additional related policies.

If a student enrolled in the Sonography program fails to progress within the professional curriculum (including all pre-requisite courses), the student will be discharged 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.

**Academic Probation**

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 has a GPA of less than 2.0 in any semester. Students who have attempted at least six credit hours at the College and have unsatisfactory academic progress are placed on academic probation. When a student is placed on academic probation, an Academic Developmental Plan will be established as dictated in the section below.

**Academic Suspension**

**Medical Assisting Program**: Students who fail to complete all coursework with a grade of 70 or above will be suspended. An Academic Developmental 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 Vice President of Academic Affairs and be accompanied by evidence of completion of the Academic Developmental Plan. Assuming successful completion of the Academic Developmental 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 Developmental Plan as dictated in the section below.

The length of suspension will be not less than three months and will be determined by the Vice President for Academic Affairs after consultation with the student's advisor, program director, and/or Associate Dean. Reinstatement to the College after suspension is not automatic. After the time of suspension has elapsed, the student may request reinstatement to the College from the Vice President for Academic Affairs. The request must be in writing, and will be accompanied by evidence of completion of the Academic Developmental Plan. To maximize the chance of reinstatement the student should strictly adhere to the Academic Developmental Plan, although completion of the plan is not the sole determinant of reinstatement.
If a student feels that extenuating circumstances contributed to the suspension, the student may appeal the suspension to the Vice President for Academic Affairs. The student must submit a written appeal to the Vice President for Academic Affairs within thirty days from the date of suspension and should include any supporting evidence as well as a detailed plan for academic improvement.

**Academic Developmental Plan**

An Academic Developmental Plan (ADP) may be established for a variety of reasons, including academic performance, behavioral issues, or violation of program or college policies. The student may also request an ADP to support the student’s learning goals. The ADP can be initiated by any professional at the college, but will in all cases be developed in collaboration with the student’s advisor and the relevant academic administrator. In some cases (e.g., academic probation) the student may be required to initiate the creation of an ADP, and carries the responsibility of initiating the ADP in a timely manner.

A Developmental Plan will be established with the student, the academic advisor, and appropriate college personnel who are related to the specific nature of the student’s concerns. Copies of the ADP will be provided to the student, the academic advisor, the program director, Associate Dean, and any faculty or staff directly involved in the Plan. Each student’s ADP will be reevaluated according to ongoing student needs or performance changes each semester, or according to the timetable outlined in the Plan. A student will have only one ADP at any given time, which will address all expectations of the student and College. All ADPs require approval of the appropriate Associate Dean.

**Academic Dismissal**

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

**Graduate Students**: Receipt of a second course grade below “B” will result in dismissal from the College.

Dismissal is considered a permanent action, although appeals for readmission in exceptional circumstances will be considered after three calendar years from the date of dismissal.
Academic Processes and Procedures

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

Active Status
Active students are:
• Undergraduate Students:
  • Full-time when enrolled in a minimum of 12 credit hours per semester (six credit hours for summer session).
  • Part-time when enrolled in fewer than 12 credit hours per semester (or fewer than six credit hours in a summer session). Refer to financial aid information for further delineation of part-time status.
• Graduate Students:
  • Full-time when enrolled in a minimum of six credit hours per semester and/or 12 credit hours per year. In addition, MSN students must be enrolled a minimum of 4 credit hours in the summer term.
  • Part-time when enrolled in fewer than six credit hours per semester and/or fewer than 12 credit hours per year.

Inactive Status
Students are classified as inactive when they do not register for and enroll in at least one course per semester. Students will remain on inactive status for 12 months and then will be administratively withdrawn.

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 Assisting 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     |
Registration

New Student Orientation and Registration
Depending on the program of study, most first-time students will register as a part of Registration Day prior to the start of their first semester. Students will be notified of the registration process with their letter of acceptance. Admissions distributes dates for Registration Day and 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 Advisors each semester to validate completion of prerequisites and begin the registration process.
2. Students register for courses online during designated registration weeks.
3. Academic Advisors view and approve 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 department chairperson/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.

Processes Associated with Registration

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 corequisites 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 corequisites. 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 corequisites.
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.

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 general education 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. General education coursework is determined by faculty responsible for each course and approved by the Associate Dean of the General Education Department. See the Student Handbook for additional information.

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 Department Program Director for approval.

Transient Study
Students in good standing may be permitted to enroll in courses at other regionally accredited institutions, although the following limitations will apply:

- Courses in the professional program cannot be taken at another institution.
- Students cannot transfer in more than 12 hours of credit after matriculation at Nebraska Methodist College.
- For the BS degree, at least 30 of the last 36 credit hours must be taken at Nebraska Methodist College. For the AS degree, at least 15 of the last 18 credit hours must be taken at Nebraska Methodist College.
- Students must be in good standing at the College.
- Students must get prior approval for taking a course at another institution by submitting a "Petition to Enroll in Non-NMC Course" form to their advisors. Upon approval, the advisor then submits the form to the Vice President for Academic Affairs for final approval. No credit for the course will be given without prior approval. If approval is given, the final grade for the course(s) will be added to the student’s academic record and counted in the semester and cumulative grade point average.
- Students must earn a grade of "C-" or better in order for the course to count toward undergraduate requirements.

Permission to take a course at another institution is at the discretion of the Vice President for Academic Affairs and is based on a variety of factors, including the availability of the course at NMC, the effect of the course on a student's academic progression, travel distance for the student, academic ability of the student and the best academic interests of the student.

Program/Course Changes

Change of Program
Should students choose to change their programs, they should initially 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.

Dropping or Adding Courses
A course may be dropped or added during the first week of a course for semester courses and during the first day for summer courses. 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 the first day for summer courses are considered withdrawals. Refer to “Withdrawal from a Course” below.

Withdrawal from a Course
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 the end of 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 "F" 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 Associate Dean(s) responsible for the courses affected.

If a student is withdrawing from an 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 Associate Dean or the Vice President for Academic Affairs.

**Withdrawal from the College**

The student considering withdrawal from the College makes an appointment with the appropriate academic advisor to discuss options before withdrawal, as students who have officially withdrawn from the College must reapply for admission if they wish to return. When the decision to withdraw has been made, the student obtains a Petition to Withdraw form from the Office of the Registrar. The Petition to Withdraw form is routed by the student to designated departments/individuals for signatures, and is then returned to the Registrar for processing. Certificate students present the Petition to the appropriate program coordinator rather than the Registrar. All College property must be returned to the College before withdrawal is complete. The student also has to make arrangements to take care of any financial obligations before allowed to withdraw.

**Leave Of Absence Policy**

A leave of absence may be permitted for a maximum period of one year without reapplying for admission. Students wishing to initiate a leave of absence should complete a Student Leave of Absence Request Form and Petition to Withdraw Form. Students who do not return or require a leave in excess of one year will be administratively withdrawn and must reapply for admission to the College. Upon return, enrollment in specific professional course work is contingent on individual class and space availability. Re-enrollment will be on a space available basis and is determined by the program director.

**Transcripts**

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 stead 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.

**Maintenance of Student Records**

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, etc) 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 student’s matriculation into the College, student records are forwarded from the Office of Admissions to the Office of the Registrar. Permanent 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)

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

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

Upon graduation from any two-year certificate program of study, the entire student record is maintained 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 (5) years. At the end of five years, the contents of the student record will be destroyed. Academic departments may also maintain permanent records as dictated by accrediting entities.

**Licensure, Certification, Registration**

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, certification or registration by another agency.

**Military Commitments**

When possible, students with military commitments should arrange their responsibilities to the military to minimize interference with the normal progression of their programs of study.

**Holidays and Recesses**

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.
General Education
All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete a set of General Education courses entitled "The Educated Citizen Core Curriculum." These are requirements that are asked of all students, regardless of program. Additionally, there are program-specific General Education requirements identified within each professional program description.

Philosophy of General Education
General Education focuses on three questions:
• “The knowledge focus asks the question: What should people in an educated society know?
• The skill focus asks: What should people in an educated society be able to do?
• And the character focus asks: What should people in an educated society value and how then should they behave?”

Mission of General Education
General Education serves as scaffolding for students in the health professions to become educated and engaged citizens of the world.

Philosophy of the Educated Citizen
An educated citizen exhibits breadth of learning through the liberal arts and sciences traditions to explore, explain and express the diversity of human thought and experience.
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 below reflects the iterative nature of this process: as each facet is developed it informs the nature of the other facets.

Students will develop habits of inquiry through 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.

**General Education Distribution Areas**

General Education 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 arts, history, creative writing, critical thinking, dance, 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 anthropology, economics, gerontology, political science, psychology, sociology and 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.

**Minimum Requirements for Core Curriculum in the General Education Distribution Areas for those who matriculate Fall 2006 or After**

**Baccalaureate Degree: 48 Credit Hours**

**Communications:** 9 credit hours that must include:

- CM 101 English Composition
- "CM 230 or CM 245 Language and Culture in Healthcare
- *CM 245 Healthcare Collaboration and Leadership

**Humanities:** 15 credit hours that must include:

- *HU 150 The World of Ideas: Critical Reasoning and Rhetoric
- HU 210 Introduction to Ethics
- HU 220 The World of Ideas: The Arts
- HU 255 The World of Ideas: Historical Perspectives
- HU 270 The World of Ideas: Human Connection

**Natural & Applied Sciences:** 9 credit hours determined by program

**Social Sciences:** 15 credit hours that must include:

- SS 215 Lifespan Psychology
- SS 235 The Sociology of Culture
- SS 360 Introduction to Statistics
SS 370  Principles of Research  
*SS 465  Capstone: The Educated Citizen

*Courses required to take at NMC - 12 credit hours  
+ Students matriculating with a Bachelors degree or who took a 3-credit public speaking course and a 3-credit critical thinking course are given 2 credits for HU 150 and will take 1 credit HU 152 Introduction to Portfolio.

**Associate Degree: 21 Credit Hours**

COMMUNICATIONS: 6 credit hours that must include:

- CM 101  English Composition  
- *CM 230 or  Language and Culture in Healthcare  
- *CM 245

HUMANITIES: 6 credit hours that must include:

- *HU 150  The World of Ideas: Critical Reasoning and Rhetoric  
- HU 2__  The World of Ideas: Elective

NATURAL & APPLIED SCIENCES: 3 credit hours determined by program

SOCIAL SCIENCES: 6 credit hours that must include:

- SS 215  Lifespan Psychology  
- SS 235  The Sociology of Culture

*Courses required to take at NMC:  6 credit hours  
+ Students matriculating with a Bachelors degree or who took a 3-credit public speaking course and a 3-credit critical thinking course are given 2 credits for HU 150 and will take 1 credit HU 152 Introduction to Portfolio.

**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.
Writing Across the Curriculum

The Writing Across the Curriculum (WAC) program offers instruction in writing within professional courses, through resources on the WAC Website, and by specialized tutoring. Students who are having difficulty in writing are encouraged to discuss problems with their instructors, who may refer students for additional tutoring.

Faculty incorporate writing as a learning tool in their professional courses. In these courses they also teach advanced writing skills and the documentation of research. Graduate students as well as students enrolled in nursing and in surgical technology use the APA documentation system, while students in all other allied health fields apply AMA documentation.

The WAC Website, which is linked under "Academic Skills Building" in the Student Services area of the College website, provides resources in grammar and usage, in research writing, and in documentation systems.

Faculty members can refer students with individual needs to a Writing Specialist in the General Education Department.

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 who matriculated prior to fall 2006 document their attention to five Integrated Concepts: Communication, Critical Thinking, Cultural Competence, Humanities, and Writing. These five areas were identified by faculty and staff as areas essential for student learning, regardless of program. Students place written reflections on each concept in a portfolio binder.

Students who matriculate in fall 2006 or later maintain either an electronic portfolio or paper portfolio. This portfolio documents the outcomes related to the Educated Citizen Core Curriculum 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.

Whether students maintain paper or electronic portfolios, they will 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 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. The successful completion of a portfolio and portfolio presentation is a graduation requirement for all associate and bachelor degree students.
Academic Programs

HEALTH STUDIES – Bachelor of Science

BSHS Mission
The Bachelor of Science Health Studies Program offers students the opportunity to obtain an advanced degree that includes courses designed to maximize interdisciplinary interaction among students who represent various health care disciplines including Physical Therapist Assistant, Radiography, Respiratory Care, Sonography, and Surgical Technology.

Description
The BSHS is an on-line degree completion program for allied health practitioners. In the workforce, the baccalaureate degree is widely recognized as a stepping stone to professional advancement in administration, education and research. The synergy of the curriculum provides a leading edge focus of what a competitive person in the health professions workforce values and understands. The successful graduate will excel in their professional discipline and be compelled to challenge assumptions, engage in critical thinking, be an effective communicator and ultimately become a change agent on key issues in health care.

Valued Skills that will be further developed include:
• Use of technology for accessing, retrieving, and using information
• Verbal and written communication skills
• Leadership and Management skills
• Problem solving, reasoning, and critical thinking
• Critical analysis of assumptions and systems
• Validation of sources
• Advocacy for self and client

Program Goals and Objectives
The graduate will be able to:
• Employ problem-solving, critical thinking and decision-making skills in a variety of settings and situations
• Identify and evaluate effective operational, organizational, and management strategies common in health care delivery systems and environments.
• Articulate best practices on the basis of evaluation of relevant literature
• Identify ways to demonstrate personal accountability for ethical, legal, political, and environmental, concerns within the realm of health care.
• Integrate communication skills (written, oral, visual) into professional roles, including educator, leader, and practitioner.
• Apply fundamental economic principles that affect health and health care delivery
• Demonstrate information literacy through the acquisition, synthesis and utilization of a variety of types and formats of information.
• Explore the historical and contemporary social determinants of health that shape health status, health behavior and health inequalities.
• Explain how ethical and moral reasoning can be used to illuminate important questions of choice and to guide ones conduct in health care settings.
• Identify specific roles in an emergency environment, both as a citizen and health professional.
Admission Criteria/ Prerequisites
Refer to the program details in the major area of study of interest on the college website (www.methodistcollege.edu): Physical Therapist Assistant, Radiography, Respiratory Care, Sonography, and Surgical Technology

Curriculum
To earn the Bachelor of Science Degree in Health Studies, students must earn *120-128 credits in three areas including general education, health studies requisites, and the declared major of study (which determines the primary emphasis of the degree).

- General Education Courses: 45-49 credits (some variation by program; refer to the major area of study on the college website for details)
- Health Study Requisites: 18 credits
  - HS 350 Environmental Health
  - HS 370 Principles of Adult Learning
  - HS 465 Survey of U.S. Health Care Systems
  - HS 440 Biomedical and Healthcare Ethics
  - HS 430 Academic and Professional Writing
  - HS 438 Strategic Managerial Concepts for the Health Professional

Major Area of Study: 50-64 credits** (may include professional/technical courses and relevant general education courses.)

* Note- the minimum residency requirement at Nebraska Methodist College is 30 credit hours.

**Licensed/ certified professionals in the health care disciplines of Physical Therapist Assistant, Radiography, Respiratory Care, Sonography, or Surgical Technology may be given credit for experience. Please consult program details in the major area of study of interest.

SONOGRAPHY: Associate of Science Degree
With emphasis in Multispecialty or Cardiovascular Sonography

Mission Statement
The Diagnostic Medical Sonography Program at NMC provides high quality, enthusiastic students an ambitious education that prepares them to become entry-level sonographers. The education is supported by a caring team of educators with expertise in various aspects of Sonography, who have commitment to education, and a dedication to the integration of didactic, laboratory and clinical objectives.

Description
Students may earn an Associate of Science Degree in Sonography by specializing in Multispecialty or General Sonography (Track A) which prepares students to sit for the ARDMS abdomen and obstetrics/gynecology examinations; or Cardiovascular Sonography (Track B) which prepares students to sit for the ARDMS adult echocardiography and vascular technology examinations. Students must specify either Track A or Track B in their application to the College. The general education requirements are the same for all AS Sonography students, regardless of track. The professional courses reflect the learning concentrations specific to specialization. In addition to student-centered, didactic and laboratory learning experiences, students obtain supervised clinical hands-on experience at hospitals and clinics throughout Omaha and neighboring cities and communities. The opportunity for a clinical externship during the student’s final clinical practicum course is also available for those students meeting the externship requirements. Specific program goals and objectives are provided in the Sonography Student Handbook, which is available on the College Website.
Admission Criteria/ Prerequisites
In addition to the College admission criteria applicants to the sonography programs must have completed or be in progress with the following college courses:
- College Algebra (or equivalent course)
- General Physics
- English Composition

Curriculum- Multispecialty Sonography

<table>
<thead>
<tr>
<th>First Year - Summer Session</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HU 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric 3</td>
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<tr>
<td>HU 220, 255 or 270</td>
<td>The World of Ideas: Elective 3</td>
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<tr>
<td>SC 116</td>
<td>Medical Terminology 1</td>
</tr>
<tr>
<td>SO 102</td>
<td>Foundations of Sonography 2</td>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>SO 108</td>
<td>Intro to Sonography &amp; Patient Care 6</td>
</tr>
<tr>
<td>SS 215</td>
<td>Life-Span Psychology 3</td>
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<tr>
<td>SC 200</td>
<td>Human Anatomy &amp; Physiology 5</td>
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<th>First Year - Spring Session</th>
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<tr>
<td>SC 206</td>
<td>Pathophysiology/Pharmacology 4</td>
</tr>
<tr>
<td>SO 115</td>
<td>Clinical Practicum I 2</td>
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<td>SO 233</td>
<td>Sonographic Anatomy, Pathology &amp; Critique I 5</td>
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<tr>
<td>SO 260</td>
<td>Medical Ethics &amp; Law in Imaging 1</td>
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<td>SO 214</td>
<td>Sonographic Physics I 2</td>
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<td>SO 262</td>
<td>Applied Sectional Anatomy in Imaging 1</td>
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<tr>
<td>SO 239</td>
<td>Sonographic Anatomy, Pathology &amp; Critique II 6</td>
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<tr>
<td>SO 237</td>
<td>Sonographic Clinical Practicum II 4</td>
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<td>SO 216</td>
<td>Sonographic Physics II 1</td>
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<tr>
<td>SS 235</td>
<td>The Sociology of Culture 3</td>
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<tr>
<td>SO 243</td>
<td>Sonographic Anatomy, Pathology &amp; Critique III 6</td>
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<tr>
<td>SO 248</td>
<td>Sonographic Clinical Practicum III 5</td>
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<tr>
<td>SO 218</td>
<td>Sonographic Physics III 2</td>
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<table>
<thead>
<tr>
<th>Second Year - Spring Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 230</td>
<td>Language and Culture in Health Care 3</td>
</tr>
<tr>
<td>or 245</td>
<td>Sonographic Clinical Practicum IV 5</td>
</tr>
<tr>
<td>SO 253</td>
<td>Sonographic Anatomy, Pathology &amp; Critique IV 3</td>
</tr>
<tr>
<td>SO 236</td>
<td>Sonographic Seminar 2</td>
</tr>
<tr>
<td>CM 290</td>
<td>Portfolio Synthesis 0</td>
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</table>

Program Total Hours: 78
Curriculum- Cardiovascular Sonography

**FIRST YEAR - Summer Session**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 116</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>HU 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HU 220,</td>
<td>The World of Ideas: Elective</td>
<td>3</td>
</tr>
<tr>
<td>255 or 270</td>
<td>Foundations of Sonography</td>
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**FIRST YEAR - Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SS 215</td>
<td>Life-Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SC 200</td>
<td>Human Anatomy &amp; Physiology</td>
<td>5</td>
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<tr>
<td>SO 118</td>
<td>Intro to Sonography &amp; Patient Care</td>
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**FIRST YEAR - Spring Semester**

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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 206</td>
<td>Pathophysiology/Pharmacology</td>
<td>4</td>
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<tr>
<td>SO 126</td>
<td>Cardiovascular Clinical Practicum I</td>
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<td>SO 260</td>
<td>Medical Ethics &amp; Law in Imaging</td>
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</tr>
<tr>
<td>SO 238</td>
<td>Cardiovascular Sonographic Anatomy, Pathology &amp; Critique I</td>
<td>6</td>
</tr>
<tr>
<td>SO 214</td>
<td>Sonographic Physics</td>
<td>2</td>
</tr>
<tr>
<td>SO 262</td>
<td>Applied Sectional Anatomy in Imaging</td>
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**SECOND YEAR - Summer Session**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SO 256</td>
<td>Cardiovascular Clinical Practicum II</td>
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<td>SO 258</td>
<td>Cardiovascular Sonographic Anatomy, Pathology &amp; Critique II</td>
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<td>SO 216</td>
<td>Sonographic Physics II</td>
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**SECOND YEAR - Fall Semester**

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<thead>
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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<td>The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>SO 259</td>
<td>Cardiovascular Clinical Practicum III</td>
<td>6</td>
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<tr>
<td>SO 218</td>
<td>Sonographic Physics III</td>
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<td>SO 261</td>
<td>Cardiovascular Sonographic Anatomy, Pathology &amp; Critique III</td>
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**SECOND YEAR - Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 230 or 245</td>
<td>Language and Culture in Health Care</td>
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<tr>
<td>SO 265</td>
<td>Cardiovascular Clinical Practicum IV</td>
<td>6</td>
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<td>SO 267</td>
<td>Cardiovascular Sonographic Anatomy, Pathology &amp; Critique IV</td>
<td>1</td>
</tr>
<tr>
<td>SO 235</td>
<td>Cardiovascular Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CM 290</td>
<td>Portfolio Synthesis</td>
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**Program Total Hours:** 78
SONOGRAPHY: Advanced Skills Certificate in Vascular Sonography (On-line)

Description
This 6 credit hour (90 contact hours) online Advanced Skills Certificate will allow diagnostic medical sonography professionals with either a recognized degree in sonography or current active certification through the American Registry of Diagnostic Medical Sonography (ARDMS) to expand their knowledge and skill in vascular technology.

- Cost - $2,500 for 90 contact hours. (Does not include textbook.)
- Classes begin in June of each year and end in December (30 weeks).
- Limited supervised clinical/lab experience may be available; however, it does not fulfill the ARDMS requirement for clinical verification.

Admission Criteria/Prerequisites*
1. Complete an NMC Application for Admission.
2. Provide a copy of your current transcripts, diploma, and/or registry certifications.
3. All applicants must be ARDMS-registered in one learning concentration OR demonstrate registry candidacy.

(*Enrollment is limited; all applications are reviewed and selected by the NMC DMS Admission Committee.)

Curriculum:

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Hours</th>
<th>Contact Hours</th>
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<tr>
<td>SO 001</td>
<td>Principles of Hemodynamics</td>
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<tr>
<td>SO 002</td>
<td>Extremity Venous Principles and Procedures</td>
<td>20</td>
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<td>SO 003</td>
<td>Extremity Arterial Principles and Procedures</td>
<td>20</td>
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<tr>
<td>SO 004</td>
<td>Cerebrovascular Principles and Procedures</td>
<td>20</td>
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<tr>
<td>SO 005</td>
<td>Misc. Applications in Vascular Technology</td>
<td>20</td>
</tr>
<tr>
<td>SO 006</td>
<td>Online Registry Review Course (optional)</td>
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RADIOGRAPHY: Associate of Science Degree

Mission Statement
The mission of the Radiologic Technology Department is to develop reflective practitioners who exhibit technical competency in radiologic imaging and serve the community in the delivery of compassionate, holistic patient care. By modeling professional ideals and high personal standards, we will foster life-long learners who act as change agents within their professional communities.

Description
The Radiography program is a two-year (24 month) program that includes a strong general education and professional curriculum, including clinical experience that begins in the first semester. The clinical component of the program includes more than 1700 hours of hands-on clinical experience in a variety of settings. The Associate of Science degree in Radiography is awarded upon completion of program and college requirements. Specific program goals and objectives are provided in the Radiography Student Handbook, which is available on the College Website. Students who demonstrate academic excellence may participate in Honors Program
activities and be inducted into the Nebraska Beta Chapter of Lambda Nu, the National Honor Society for Radiologic and Imaging Sciences.

**Admission Criteria/ Prerequisites**

Applicants must satisfy all College admission requirements and are required to shadow professionals in a general diagnostic radiology department. Admission is selective and competitive due to the number of clinical sites available. Not all applicants who meet the minimum criteria are accepted to the program.

**Curriculum:**

**FIRST YEAR - Summer Session**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SC 116</td>
<td>Medical Terminology</td>
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<tr>
<td>CM 101</td>
<td>English Composition</td>
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<tr>
<td>RA 107</td>
<td>Radiology Fundamentals and Clinical Assessment</td>
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**FIRST YEAR - Fall Semester**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HU 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
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</tr>
<tr>
<td>SC 200</td>
<td>Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>RA 115</td>
<td>Radiographic Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>RA 121</td>
<td>Radiographic Procedures/Positioning I</td>
<td>2</td>
</tr>
<tr>
<td>RA 121L</td>
<td>Radiographic Procedures/Positioning I Lab</td>
<td>2</td>
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<tr>
<td>RA 151</td>
<td>Clinical Practicum I</td>
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**FIRST YEAR - Spring Semester**

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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SC 206</td>
<td>Pathophysiology/Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>RA 122</td>
<td>Radiographic Procedures/Positioning II</td>
<td>2</td>
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<tr>
<td>RA 122L</td>
<td>Radiographic Procedures/Positioning II Lab</td>
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<tr>
<td>RA 153</td>
<td>Clinical Practicum II</td>
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<td>RA 165</td>
<td>Radiographic Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>RA 260</td>
<td>Medical Ethics and Law</td>
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**SECOND YEAR - Summer Session**

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<thead>
<tr>
<th>Course</th>
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<tr>
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<td>Radiation Biology and Protection</td>
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<td>RA 215</td>
<td>Radiographic Imaging III</td>
<td>3</td>
</tr>
<tr>
<td>RA 220</td>
<td>Radiographic Procedures/Positioning III</td>
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<td>RA 220L</td>
<td>Radiographic Procedures/Positioning III Lab</td>
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<tr>
<td>RA 251</td>
<td>Clinical Practicum III</td>
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**SECOND YEAR - Fall Semester**

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SS 235</td>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>HU ___</td>
<td>World of Ideas: Elective</td>
<td>3</td>
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<tr>
<td>RA 210</td>
<td>Radiographic Pathology</td>
<td>2</td>
</tr>
<tr>
<td>RA 222</td>
<td>Radiographic Procedures/Positioning IV</td>
<td>2</td>
</tr>
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<td>RA 253</td>
<td>Clinical Practicum IV</td>
<td>4</td>
</tr>
<tr>
<td>RA 262</td>
<td>Applied Sectional Anatomy and Imaging</td>
<td>1</td>
</tr>
<tr>
<td>RA 280</td>
<td>Principles of Computed Tomography</td>
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**SECOND YEAR - Spring Semester**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SS 215</td>
<td>Life-Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RA 255</td>
<td>Clinical Practicum V</td>
<td>4</td>
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<tr>
<td>RA 270</td>
<td>Radiographic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CM 230/245</td>
<td>Language and Culture in Healthcare</td>
<td>3</td>
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</table>
Physical Therapist Assistant: Associate of Science Degree

Mission Statement
The Physical Therapist Assistant program provides educational experiences in a learner-centered environment to develop competent physical therapist assistants who are prepared for entry-level employment. Our graduates enter the workforce as educated citizens dedicated to meeting the diverse needs of the individuals and communities that they serve.

Philosophy
The philosophy of the Associate Degree Program for the Physical Therapist Assistant is reflective of the values and beliefs from which the NMC Mission and Core Values were formulated. The NMC Physical Therapist Assistant program is dedicated to providing dynamic, high quality, and integrative learning opportunities utilizing educational technology, didactic, laboratory and clinical experiences. The foundation for the education of the PTA students is based on criteria and performance expectations set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE). The PTA program promotes opportunities for lifelong intellectual, professional, career, and personal development.

Goals and Objectives
The Goals of the Physical Therapist Assistant Program are to:
1. Develop competent physical therapist assistants who are prepared for entry level employment, prepared to pass the national certification exam, and prepared to uphold professional ideals.
2. Develop an educated citizen with skills as Reflective Individual, Effective Communicator, and Change Agent.

Graduates of the PTA program will
1. Demonstrate an understanding of the role and scope of practice of the physical therapist assistant.
2. Explain and demonstrate the use of all modalities as practiced by the physical therapist assistant.
3. Demonstrate professional verbal and written communication skills when interacting with colleagues, patients and peers.
4. Implement treatment planning techniques under the supervision of a Physical Therapist.
5. Be sensitive to cultural, ethnic, gender, and life style differences among patient populations.
6. Respect patient confidentiality at all times.

Description
Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs must complete an 18-month associate's degree and are licensed, certified, or registered in most states. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination; training for activities such as walking with crutches, canes, or walkers; massage; and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation. (American Physical Therapist Association, www.apta.org)
Students who successfully complete the curriculum as outlined will earn an Associate of Science Degree. Graduates are prepared for an entry-level physical therapist assistant position and to sit for the national certification examination through the Federation of State Boards of Physical Therapy. Graduates are also required to pass a state licensure exam in most states. An individual who works as a physical therapist assistant in a jurisdiction where licensure or regulation is presently unavailable is required to be a graduate of a physical therapist assistant education program accredited by CAPTE.

**Accreditation**
The Nebraska Methodist College Physical Therapist Assistant Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

**Licensure**
Graduates are prepared for an entry-level physical therapist assistant position and to sit for the national certification examination through the Federation of State Boards of Physical Therapy. Graduates are also required to pass a state licensure exam in most states. All physical therapist assistants must work under the direction and supervision of the physical therapist. An individual who works as a physical therapist assistant in a jurisdiction where licensure or regulation is presently unavailable is required to be a graduate of a physical therapist assistant education program accredited by CAPTE.

**Admission Criteria/Prerequisites**
In addition to the general admission requirements described in the Admission Information section of this catalog, students applying to the Associate of Science Degree Physical Therapist Assistant Program must also provide documentation of 20 hours shadowing experience in a Physical Therapy Department. A sample documentation form is available on the College website under the Physical Therapist Assistant Program page. It is strongly recommended that students complete a physics course in high school. Additional program information including technical standards of performance, program policies, and occupational information can be accessed on the College website.

**Curriculum:**

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<thead>
<tr>
<th>First Year - Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 116 Medical Terminology*</td>
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<tr>
<td>SC 200 Human Anatomy and Physiology</td>
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<tr>
<td>HU 150 The World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
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<tr>
<td>PT 115 Basic Skills in Patient Care Lab</td>
<td>2</td>
</tr>
<tr>
<td>PT 100 Introduction to Physical Therapy and Clinical</td>
<td>2</td>
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<tr>
<td>PT 105 Functional Anatomy (with lab)</td>
<td>3</td>
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<thead>
<tr>
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<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SC 206 Pathophysiology/ Pharmacology</td>
<td>4</td>
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<tr>
<td>HU __ Humanities Elective (HU 210, 220, 255, or 270)</td>
<td>3</td>
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<tr>
<td>PT 120 Therapeutic Exercise (with lab)</td>
<td>3</td>
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<tr>
<td>CM 101 English Composition*</td>
<td>3</td>
</tr>
<tr>
<td>PT 130 Therapeutic Modalities (with lab)</td>
<td>4</td>
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<tr>
<td>PT 180 PTA Clinical I</td>
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First Year - Summer Session
CM __  Language and Culture in Health Care (CM 230 or 245)  3
SS 215  Life-Span Psychology  3
PT 200  PTA Clinical II  4
PT 260  Medical Ethics & Law  1

Second Year - Fall Semester
SS 235  The Sociology of Culture  3
PT 210  Orthopedic Issues (with lab)  4
PT 215  Pediatric & Neurologic Disorders (with lab)  4
PT 228  Special Topics (with lab)  3
PT 220  Therapeutic Exercise II (with lab)  3

Second Year - Spring Semester
PT 238  Issues in Health Care Adm., Billing, & Prof. Communication  2
PT 240  PTA Clinical III  5
PT 250  PTA Clinical IV  5
PT 280  PTA Seminar  1
CM 290  Portfolio Seminar  0

Program Total Hours:  75

*Students are strongly encouraged to complete English Composition and Medical Terminology prior to enrollment.

HEALTH PROMOTION MANAGEMENT: On-line Master of Science Degree

Mission Statement
The Master of Science in Health Promotion Management integrates the art and science of Wellness with leading-edge business practices in change management. In keeping with the mission and traditions of Nebraska Methodist College, the Health Promotion Management Program develops competent and ethical professionals who positively impact their personal and professional communities.

Description
The curriculum is aimed at the highest level competencies in the field of health promotion. Graduates are equipped with the most advanced technological, legal, financial, communication and management skills to institute and improve organizational wellness. Nebraska Methodist College prepares leaders who are educated in the design, implementation, and evaluation of wellness programs geared toward improved employee health, increased employee satisfaction, and dramatically reduced organizational health care costs.

Program Goals and Objectives
1. Health Promotion Management: Design, implement, and evaluate health promotion programs, policies, and procedures within the human, cultural, technological, legal and budgetary constraints of the organization.
   i. Understand the value of holism as it relates to self and corporate culture identify
   ii. Identify strategies to create/sustain a corporate culture that supports a holistic approach to work-life quality
iii. *Assess individual and community needs for health education  
iv. *Plan health education strategies, interventions and programs  
v. *Implement health education strategies, interventions and programs  
vi. *Conduct evaluation and research related to health education  
vii. *Administer health education strategies, interventions, and programs  
viii. *Serve as a health education resource person  
ix. *Communicate and advocate for health and health education  
(*adapted from CHES competencies)

2. Change Management: Effectively implement change at the administrative level.  
i. Identify best practices through critical analysis of research, statistical data, and literature  
ii. Perform cost/benefit analysis of health promotion, health care utilization managements and benefits/compensation programs  
iii. Create persuasive business case for change based on best practices  
iv. Identify strategies to better understand and overcome resistance to change  
v. Develop skills for effective collaboration to garner support and buy-in at all levels  
vi. Employ communication strategies (written, electronic, individual consultation, group interactions, etc) to maximize organizational effectiveness

3. Ethical Leadership: Demonstrate integrity by being open, accountable, and accessible in interactions with others  
i. Understand the value and impact of ethical decision-making processes  
ii. Develop self awareness of strengths and weakness  
iii. Ensure that decisions and actions are in compliance with federal, state, and local laws and regulations

**Admission Criteria/ Prerequisites**  
- Bachelor of Science or Arts from a regionally accredited institution.  
- Bachelor's degree GPA of a 2.50 or above.

**Curriculum:**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<td>HPM 508</td>
<td>Theories and Principles of Health Promotion</td>
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<td>HPM 505</td>
<td>Strategic Management</td>
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<tr>
<td>HPM 538</td>
<td>Critical Analysis of Research</td>
<td>3</td>
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<td>HPM 515</td>
<td>Change Management</td>
<td>3</td>
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<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>
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<td>HPM 525</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>HPM 542</td>
<td>Human and Financial Return on Investment</td>
<td>3</td>
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<td>HPM 535</td>
<td>Ethical Leadership and Conflict Management</td>
<td>3</td>
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<td>HPM 590</td>
<td>Marketing Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPM 591</td>
<td>Capstone</td>
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**Program Total Hours:** 33

**MEDICAL GROUP ADMINISTRATION: On-line Master of Science Degree**

**Mission Statement**
In keeping with the mission and traditions of Nebraska Methodist College, the Medical Group Administration Program develops competent and ethical professionals who positively impact their personal and professional communities.

**Description**
The Master of Science in Medical Group Administration program provides students more than general healthcare or business knowledge. Our program is unique providing students a solid foundation exclusively in medical group administration. Our core curriculum is designed around the American College of Medical Practice Executives (ACMPE)’s Body of Knowledge for Medical Practice Management, meaning our course work prepares students for certification. As a certification arm of the Medical Group Management Association (MGMA), the ACMPE is widely recognized as the gold-standard certification board for physician clinic administrators.

**Program Goals and Objectives**

**Goal 1: Effective Medical Group Administration**
Develop and apply skills required for effective management of a medical practice or clinic including:

i. Financial Management
ii. Human Resources Management
iii. Planning and Marketing
iv. Information Management
v. Risk Management
vi. Governance and Organizational Dynamics
vii. Business and Clinical Operations
viii. Professional Responsibility

**Goal 2: Effective Change Management**

i. Effectively implement change at the administrative level.
ii. Identify best practices through critical analysis of research
iii. Create persuasive business case for change based on best practices
iv. Identify strategies to better understand and overcome resistance to change
v. Develop skills for effective collaboration to garner support and buy-in at all levels
vi. Employ communication strategies (written, electronic, individual consultation, group interactions, etc) to maximize organizational effectiveness

**Goal 3: Professionalism and Ethical Leadership**
Demonstrate integrity by being open, accountable, and accessible in interactions with others

i. Understand the value and impact of ethical decision-making processes
ii. Develop self-awareness of strengths and weakness
iii. Ensure that decisions and actions are in compliance with accreditation guidelines and federal, state, and local laws and regulations

**Admission Criteria/ Prerequisites**
- Bachelor of Science or Arts from a regionally accredited institution.
- Bachelor's degree GPA of a 2.50 or above.

**Curriculum:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGA 501</td>
<td>Business and Clinical Operations</td>
<td>3</td>
</tr>
</tbody>
</table>
MGA 505  Strategic Management  3  
MGA 512  Fundamentals of Financial Management  3  
MGA 515  Change Management  3  
MGA 522  Information Technology Management  3  
MGA 525  Human Resource Management  3  
MGA 532  Risk Management and Clinical Quality  3  
MGA 535  Ethical Leadership and Conflict Management  3  
MGA 538  Revenue Cycle and Billing Management  3  
MGA 542  Governance and Physician Relations  3  
MGA 590  Capstone-Synthesis  3  

Program Total Hours:  33

### MEDICAL ASSISTANT: Certificate

#### Mission Statement
The mission of the NMC Medical Assisting Program is to prepare medical assistants who excel in the knowledge, skill, and professionalism required by employers and all patients they encounter.

#### Description
Students who successfully complete Program requirements will be awarded an Certificate in Medical Assisting. Features of this CAAHEP-accredited program include experience in a fully-equipped laboratory to simulate the clinic suite for skills practice and assessment prior to entering the clinical setting and 320 hours of hands-on clinical experience. Graduates are required to take the AAMA exam for professional certification, and are able to transfer their contact hours for college credit, should they decide to continue their education in the associate degree completion program.

#### Admission Criteria/ Prerequisites
- High school graduate or GED equivalent
- Demonstration of success in math and science courses
- College courses for transfer must be earned at a regionally accredited college and must be completed with a "C" grade (2.0) or above
- Demonstration of good written and verbal communication skills and computer literacy
- Good physical health

#### Curriculum:

<table>
<thead>
<tr>
<th>Term I</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 110  Structure and Function of the Human Body</td>
<td>80</td>
</tr>
<tr>
<td>MA 160  Written Communication</td>
<td>30</td>
</tr>
<tr>
<td>MA 175  Principles of Lifespan Development</td>
<td>20</td>
</tr>
<tr>
<td>MA 100  Medical Terminology</td>
<td>20</td>
</tr>
<tr>
<td>MA 155  Applied Math Concepts</td>
<td>20</td>
</tr>
<tr>
<td>MA 120  Fundamentals for the Medical Assistant I: Introduction to Medical Assisting</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 205  Human Diseases and Disorders</td>
<td>60</td>
</tr>
<tr>
<td>MA 250  Essentials of Pharmacology I</td>
<td>30</td>
</tr>
<tr>
<td>MA 225  Fundamentals II: Clinical Skills and Procedures</td>
<td>40</td>
</tr>
<tr>
<td>MA 230  Administrative Procedures for the Medical Assistant I</td>
<td>40</td>
</tr>
<tr>
<td>MA 263  Personal Interactive Skills for the Medical Office</td>
<td>30</td>
</tr>
</tbody>
</table>
Professional
MA 120 Fundamentals for the Medical Assistant I: Intro to Medical Assistant* 30

* (may be taken in Term II if all of the other Term I classes are transferred into the program)

Term III
MA 340 Medical Laboratory Techniques for the Medical Office 60
MA 365 Applied Medical Ethics & Law for the Medical Assistant 20
MA 353 Essentials of Pharmacology II 30
MA 335 Administrative Procedures for the Medical Assistant II 30
MA 328 Fundamentals of Medical Assisting III 40
MA 370 Insurance and Medical Coding for the Medical Office 20

Term IV
MA 400 Clinical Externship 320
MA 420 Critical Reflection on Externship 10

Program Total Hours: 930

MEDICAL ASSISTANT: Associate of Science Degree in Health Studies
With major in Medical Assistant

Description
The associate of science degree completion program is designed for students who have completed a CAAHEP-accredited medical assistant certificate program and wish to earn a college degree. The program is an end in itself or can be a stepping stone toward the Bachelor of Science degree. Courses are available for on-line delivery and the program can be completed on a full-time or part-time basis. Upon successful completion of the required general education credits, credit will be awarded for the medical assisting certificate program.

Admission Criteria/ Prerequisites
- College GPA of 2.5 or above (cumulative) earned at a regionally accredited institution (courses considered for transfer must be completed with a “C” grade or above)
- Successful completion of a CAAHEP-accredited Medical Assisting Certificate Program.

Curriculum: 

<table>
<thead>
<tr>
<th>General Education Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>21</td>
</tr>
<tr>
<td>SS 235 The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>HU 150 The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HU_ The World of Ideas: Elective</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>6</td>
</tr>
<tr>
<td>CM 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CM 230 or 245 Language and Culture in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>CM 290 Portfolio Synthesis</td>
<td>0</td>
</tr>
<tr>
<td>Natural &amp; Applied Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SS_ Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SS 215 Life-Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Professional Course Credit</td>
<td>40</td>
</tr>
</tbody>
</table>
Credit for medical assisting certificate courses will be awarded following completion of all other program requirements.  

**Program Total Hours:** 61

*Note- the minimum residency requirement at Nebraska Methodist College is 15 credit hours.

# Nursing

## Vision and Mission Statements

**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.

# Bachelor of Science in Nursing

## 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 carative factors, 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, carative factors 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.


**Course Requirements**

A student must earn a minimum of 127 total semester credit hours to be eligible for a Bachelor of Science degree in nursing. All course requirements as outlined below must be met. Additional degree requirements may be found elsewhere in the catalog.

**GENERAL EDUCATION:**

<table>
<thead>
<tr>
<th>ARTS AND HUMANITIES:</th>
<th>65 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU 150</td>
<td>The World of Ideas: Critical Reasoning and Rhetoric</td>
</tr>
<tr>
<td>HU 210</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>HU 220</td>
<td>The World of Ideas: The Arts</td>
</tr>
<tr>
<td>HU 255</td>
<td>The World of Ideas: Historical Perspectives</td>
</tr>
<tr>
<td>HU 270</td>
<td>The World of Ideas: Human Connection</td>
</tr>
</tbody>
</table>

**COMMUNICATIONS:**

<table>
<thead>
<tr>
<th>9 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 101</td>
</tr>
<tr>
<td>CM 230 or 245</td>
</tr>
<tr>
<td>CM 320</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES:**

<table>
<thead>
<tr>
<th>18 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 101</td>
</tr>
<tr>
<td>SS 235</td>
</tr>
<tr>
<td>SS 215</td>
</tr>
<tr>
<td>SS 360</td>
</tr>
<tr>
<td>SS 370</td>
</tr>
<tr>
<td>SS 465</td>
</tr>
</tbody>
</table>

**NATURAL & APPLIED SCIENCES:**

<table>
<thead>
<tr>
<th>23 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 103</td>
</tr>
<tr>
<td>SC 225, 226</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>SC 240</td>
</tr>
<tr>
<td>SC 265</td>
</tr>
<tr>
<td>SC 280</td>
</tr>
<tr>
<td>SC 315</td>
</tr>
</tbody>
</table>

**PROFESSIONAL EDUCATION:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 100</td>
<td>Introduction to Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NS 202</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NS 220</td>
<td>Community-Based Care with Adults</td>
<td>7</td>
</tr>
<tr>
<td>NS 240</td>
<td>Community-Based Care with Families</td>
<td>6</td>
</tr>
<tr>
<td>NS 245</td>
<td>Public Health Science I</td>
<td>1</td>
</tr>
<tr>
<td>NS 340</td>
<td>Community-Based Care Across the Life Span</td>
<td>9</td>
</tr>
<tr>
<td>NS 345</td>
<td>Public Health Science II</td>
<td>2</td>
</tr>
<tr>
<td>NS 350</td>
<td>Advanced Concepts in Community-Based Nursing</td>
<td>9</td>
</tr>
<tr>
<td>NS 445</td>
<td>Nursing the Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NS 450</td>
<td>Community-Based Care: Complex Concepts Across the Life Span</td>
<td>9</td>
</tr>
<tr>
<td>NS 460</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>4</td>
</tr>
<tr>
<td>NS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NS ___</td>
<td>Non-clinical nursing elective</td>
<td>2</td>
</tr>
</tbody>
</table>

Math Competency: Following acceptance to the College, nursing student’s math competency will be assessed via a math exam. Students who do not achieve the designated competency score on any area in the exam are required to take a module in that specific area in the Mathematical Concepts course. Successful completion of the modules must be documented prior to enrollment in the first nursing course.

**Curriculum Structure**

The following plan represents one option for full-time, never-before-nurses to progress from admission to graduation. However, the college recognizes that a majority of students do not elect to progress in this fashion due to other commitments. A 5-year plan in the Bachelor of Science Degree program is also available. Academic advisors/college liaisons are assigned to facilitate an individualized completion plan for academic requirements. Actual course availability in any given semester/session is dependent upon college practices.

**Year One:**

**FIRST SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HU 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SC 225</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SS 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SC 103</td>
<td>College Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours 16 hours**

**SECOND SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 100</td>
<td>Introduction to Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>SC 226</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CM 230/245</td>
<td>Language and Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>SC 280</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>HU 220</td>
<td>The World of Ideas: The Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours 17 hours**

**Year Two:**
### THIRD SEMESTER:
- SC 315  Pathophysiology  3 hours
- NS 220  Community-Based Care with Adults  7 hours
- NS 202  Health Assessment Across the Lifespan  3 hours
- SS 215  Lifespan Psychology  3 hours

**Total Hours** 16 hours

### FOURTH SEMESTER:
- NS 240  Community-Based Care with Families  6 hours
- SC 265  Intro to Pharmacology  3 hours
- SC 240  Principles and Concepts of Nutrition  3 hours
- SS 235  The Sociology of Culture  3 hours
- NS 245  Public Health Science I  1 hour

**Total Hours** 16 hours

### Year Three:

#### FIFTH SEMESTER:
- NS ___  Non-clinical elective  2 hour
- NS 340  Community-Based Care Across Life Span  9 hours
- SS 360  Statistics  3 hours
- CM 320  Health Care Collaboration and Leadership  3 hours

**Total Hours** 17 hours

#### SIXTH SEMESTER:
- NS 350  Advanced Concepts in Community-Based Nursing  9 hours
- SS 370  Principles of Research  3 hours
- HU 210  Introduction to Ethics  3 hours
- NS 345  Public Health Science II  2 hours

**Total Hours** 17 hours

### Year Four:

#### SEVENTH SEMESTER:
- NS 445  Nursing the Global Society  3 hours
- NS 450  Community-Based Care: Complex Concepts Across the Life Span  9 hours
- HU 255  The World of Ideas: Historical Perspectives  3 hours

**Total Hours** 15 hours

#### EIGHTH SEMESTER:
- HU 270  World of Ideas: Human Connection  3 hours
- NS 460  Community-Based Care: Complexity of Aging  4 hours
- NS 470  Senior Synthesis  1 hour
- NS 470P  Senior Preceptor Practicum  2 hours
- SS 465  Capstone: The Educated Citizen  3 hours

**Total Hours** 13 hours

**Program Total:** 127 credits

A typical full-time student (first year student) following the above outlined pattern of enrollment can expect to complete the program in eight regular semesters or four years.

**Clinical Facilities**
The following facilities are used for major clinical experiences in the BSN program:
- Nebraska Methodist Hospital, Omaha, Nebraska
- Children’s Hospital, Omaha, Nebraska
• Douglas County Hospital, Omaha, Nebraska
• Visiting Nurse Association, Omaha, Nebraska
• Thomas Fitzgerald Veterans Home, Omaha, Nebraska
• University of Nebraska Medical Center, Omaha, Nebraska
• Salvation Army – Renaissance Center, Omaha, Nebraska
• Alegent Health System, Omaha, Nebraska
• Jenny Edmundson Hospital, Council Bluffs, IA

**RN – BSN Curriculum**

**RN Student Guidelines**
Admission criteria in addition to College admission requirements:
  a. Applicants must provide proof of current unencumbered licensure as a registered nurse.
  b. Official transcripts documenting graduation from a state approved associate degree or diploma nursing program.

Transcript evaluation and validation of prior learning:
  a. The College Registrar will evaluate previous transcripts. The RN can validate nursing course outcomes through portfolio guidelines.
  b. Pre-requisite courses must be completed at a regionally accredited college or university with a grade of "C" or above earned:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English composition</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (Arts, History, Human Connection)</td>
<td>9</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The RN-BSN online program can be completed in a full-time or part-time study with the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU 150/152 Critical Reasoning &amp; Rhetoric or Portfolio</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>NS 543 Advanced Health Assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>SC 315 Pathophysiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SS 370 Principles of Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>CM 230/245 Language and Culture in Healthcare</td>
<td>3 hours</td>
</tr>
<tr>
<td>NS 430 RN Professional Seminar</td>
<td>3 hours</td>
</tr>
<tr>
<td>NS 476 Community Health Nursing</td>
<td>3 hours</td>
</tr>
<tr>
<td>NS 476C Community Health Nursing Practicum</td>
<td>3 hours</td>
</tr>
<tr>
<td>NS 446 Collaborative Nursing Leadership in a Global Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>SS 465 Capstone: The Educated Citizen</td>
<td>3 hours</td>
</tr>
<tr>
<td>NS 480 Complexity in Nursing</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

In the RN-BSN online program, background checks and drug screening will be required based on clinical agency request during any practicum.

Note: If Critical Reasoning and Rhetoric credit is transferred, or if a Bachelor’s or Graduate degree was previously earned by the student, then Portfolio Introduction (1 credit) needs to be taken.
LPN Advanced Placement

LPN Student Guidelines
Admission criteria in addition to College admission requirements:
  a. Applicants must provide proof of current unencumbered licensure as a licensed practical nurse.
  b. Official transcripts documenting graduation from a state-approved technical or vocational program.

Transcript evaluation and validation of prior learning:
  a. The College Registrar will evaluate previous transcripts.
  b. Upon successful completion of the LPN Transition Course (lecture and clinical practicum validation),
     the LPN will be awarded credit for the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 100/NS 100C</td>
<td>Introduction to Community-Based Nursing</td>
<td>4 hours</td>
</tr>
<tr>
<td>NS 220/NS 220C</td>
<td>Community-Based Care with Adults</td>
<td>7 hours</td>
</tr>
</tbody>
</table>

  c. Two credit hours will be given for the LPN Transition Course.
  d. Upon successful completion of the LPN Transition Course and all required courses in the first three
     semesters, the LPN will be ready for enrollment in NS 240. The LPN student follows the curriculum
     structure of the Bachelor of Science in Nursing.

ACE – Accelerated Community-Based Education for Nursing

Fifteen-Month BSN Program
This program offers an accelerated format for those possessing a degree in a non-nursing field and meeting
prerequisites. Any associate’s, bachelors’ or higher degree is acceptable. Students attend class full-time for 15
months — the last six weeks of which are spent in a one-on-one preceptorship.

General Education Requirements
Before enrolling in the ACE Program, students must have completed the following general education courses,
totaling 49-52 hours:

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Medical Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities electives</td>
<td>Psychology</td>
</tr>
<tr>
<td>Life-Span Psychology</td>
<td>Chemistry - including lab</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I &amp; II - including labs</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Research</td>
</tr>
<tr>
<td>Ethics</td>
<td>Critical Reasoning &amp; Rhetoric (Associate Degree applicants)</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>The Sociology of Culture</td>
<td></td>
</tr>
</tbody>
</table>

General education courses may be completed at NMC prior to matriculation or transferred from accredited
institutions. Various course validation options are available for the above general education courses.

Course Requirements
During the 15-month program, students will complete 74 credit hours of required coursework:
ACE students following the recommended pattern of enrollment and completing all required general education courses prior to beginning the program can expect to complete the program in 15 months.

Online Master of Science Degree Nursing

Philosophy
The philosophy of the Master of Science Program of the Department of Nursing is reflective of the values and beliefs from which the NMC mission and core values were formulated.

Nursing faculty believe that 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 that encompasses all the external factors that affect the human's well being and includes the physical, psychosocial, and existential dimensions. The client is the human recipient of care whether as an individual, family, group, or community.

Health is viewed as a dynamic state of mental, physical, social, and spiritual well being that maximizes the human'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, maintenance, rehabilitation, and restoration are facilitated by activities directed toward enhancement and stabilization 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. 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 carative factors, which are those interventions that result in the satisfaction of human needs. The caring philosophy promotes health and human growth. A caring atmosphere is one that offers the opportunity for 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.

Learning is a life long, 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 the science of
caring. Teaching is an interactive process that uses a system of actions to promote acquisition, application, integration, and synthesis of knowledge. The faculty serve as teachers, facilitators, resource persons, evaluators, 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 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 for the health care needs of populations 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 to better understand health care policy, financing, and ethical decision making. The graduate will be prepared in the professional role to foster leadership in the delivery of culturally sensitive health care.

**Course Requirements**
A student must earn a minimum of 39 total semester credit hours to be eligible for the Master of Science in Nursing Degree. All course requirements as outlined below must be met. This program is online and an on-site intensive experience is required at NMC during the summer terms.

**Nurse Educator Track**

<table>
<thead>
<tr>
<th>First Semester Spring</th>
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</thead>
<tbody>
<tr>
<td>NS 500  Developing Your Ad Nursing Role</td>
<td>3</td>
</tr>
<tr>
<td>NS 506  Theories for Nursing</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First Summer</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NS 516  Teaching/Learning</td>
<td>3</td>
</tr>
<tr>
<td>NS 510  Advanced Statistics</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester Fall</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NS 518  Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>NS 514  Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 508  Issue in Advanced Nursing Roles</td>
<td>3</td>
</tr>
<tr>
<td>NS 543 or 545 Elective</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 521  Informatics &amp; Technology for Nursing Education</td>
<td>1</td>
</tr>
<tr>
<td>NS 542  Clinical Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester Fall</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NS 523  Curriculum/Program Development &amp; Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>NS 592  Capstone I</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 524  Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NS 594  Capstone II</td>
<td>2</td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL HOURS**  39
## Nurse Executive Track

### First Semester Spring
- NS 500  Developing Your Ad Nursing Role  3
- NS 506  Theories for Nursing  3

### First Summer
- NS 550  Organizational Behavior & Structure  3
- NS 510  Advanced Statistics  2

### Second Semester Fall
- NS 552  Role of the Nurse Executive I: Leading an Organization  3
- NS 514  Research and Evidence-Based Practice  3

### Third Semester Spring
- NS 508  Issues in Advanced Nursing Roles  3
- NS 554  Role of the Nurse Executive II: Human Resource Management  3

### Second Summer
- NS 516  Elective  1
- NS 542  Clinical Concepts  3

### Fourth Semester Fall
- NS 558  Role of the Nurse Executive III: Financial Mgt & Economics  4
- NS 592  Capstone I  2

### Fifth Semester Spring
- NS 559  Practicum: Management, Improvement, & Evaluation in Health Care Organizations  4
- NS 594  Capstone II  2

**PROGRAM TOTAL HOURS**  39

## Online Post-Master’s Certificate

### Curriculum Structure
The following plan represents progression for the online post-master’s certificate as a nurse educator/nurse executive. There are a total of 14 credit hours to complete.

### Nurse Educator

#### Summer
- NS 516  Teaching-Learning Principles  3

#### Fall
- NS 518  Instructional Methods (7 1/2weeks)  3
- NS 523  Curriculum/Program Development & Evaluation  4

#### Spring
- NS 524  Practicum in Nursing Education (includes developing a course online)  4

**PROGRAM TOTAL HOURS**  14
Nurse Executive

**Summer**
- **NS 550**  Organizational Behavior & Structure.  
- **3**

**Fall**
- **NS 552**  Leading an Organization  
- **3**
- **NS 558**  Financial Management & Economics  
- **4**

**Spring**
- **NS 559**  Practicum: Management, Improvement & Evaluation in Health Care Organizations  
- **4**
- **PROGRAM TOTAL HOURS**  **14**

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**RESPIRATORY CARE: Associate of Science Degree**

**Mission Statement**
The Respiratory Care Program prepares students to become competent respiratory therapists, part of a dynamic profession that combines technology with caring. Learning is viewed as an active, lifelong, self-motivated process.

**Description**
Respiratory care is a rewarding profession that combines technology and caring. Registered Respiratory Therapists (RRT) give cardiopulmonary treatments and tests in settings ranging from a hospital critical care unit to a specialist's clinic. Upon completion of an Associate Degree Program, the graduate is eligible to take the entry-level exam for respiratory therapists, which leads to the credential of Certified Respiratory Therapist (CRT). The graduate may then apply for the two-part advanced practitioner examination, which leads to the credential of Registered Respiratory Therapist (RRT).

**Admission Criteria/ Prerequisites**
Applicants must satisfy all College admission requirements and are encouraged to shadow a professional in a respiratory care department. Admission is selective and competitive due to the number of clinical sites available. Not all applicants who meet the minimum criteria are accepted to the program.

**Curriculum:**

**FIRST YEAR - Summer Session**
- **CM 101**  English Composition  
- **3**
- **HU 150**  The World of Ideas: Critical Reasoning & Rhetoric  
- **3**
- **SC 116**  Medical Terminology  
- **1**
- **SC 175**  College Mathematics  
- **1**

**Fall Semester**
- **HU**  The World of Ideas Elective  
- **3**
- **SS 215**  Life-Span Psychology  
- **3**
- **SC 103**  College Chemistry  
- **3**
- **SS 235**  The Sociology of Culture  
- **3**
- **SC 225**  Human Anatomy & Physiology I  
- **4**

**Spring Semester**

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SURGICAL TECHNOLOGY: Associate of Science Degree

Mission Statement
The mission of the Surgical Technology Program is to provide educational experience in a learner-centered environment to develop competent surgical technologists who are prepared for entry-level employment. Our graduates meet the diverse needs of the communities they serve through the application of ethical standards, delivery of safe surgical care and active professional engagement.

Description
Students who successfully complete Program and College requirements will be awarded an Associate of Science Degree in Surgical Technology. Features of this CAAHEP-accredited program include experience in a fully-equipped laboratory to simulate the surgical suite for skills practice and assessment prior to entering the clinical setting, more than 700 hours of operating room clinical experience in a wide range of surgical specialties in both private, specialized clinics and large hospitals, including the area’s leading Level-1 trauma centers, and an integrated professionalism-across-the-curriculum experience to prepare students for success in the workforce. Students will take the Certified Surgical Technologist (CST) exam while enrolled in their final term as a student so they may have the opportunity to enter the workforce as a credentialed surgical technologist.

Admission Criteria/ Prerequisites
Applicants to the Surgical Technology Program must satisfy all College admissions requirements.

**Curriculum:**

*Math competency test administered at registration; completion of 0 credit modules as directed during fall term*

### Fall Semester
- SC 225  Anatomy & Physiology I  4
- SC 103  Chemistry*  3
- SC 116  Medical Terminology  1
- HU 150  World of Ideas: Critical Reasoning and Rhetoric  3
- ST 101  Introduction to Surgical Technology with Lab  2

### Credit Hours: 13

### Spring Semester
- CM 101  English Composition  3
- SS 215  Life-Span Psychology  3
- SC 226  Anatomy & Physiology II  4
- ST 120  Surgical Technology I with Lab  6

### Credit Hours: 16

### Summer Session
- SS 235  The Sociology of Culture  3
- CM 230 or 245  Language and Culture in Health Care  3
- ST 200  Pharmacology for the Surgical Technologist  2
- ST 210  Surgical Technology II with Lab  4

### Credit Hours: 12

### Fall Semester
- ST 265  Correlated Patient Study  1
- ST 260  Medical Ethics and Law for the Surgical Technologist  1
- ST 220  Surgical Technology III  2
- ST 205  Microbiology for the Surgical Technologist  2
- ST 250  Surgical Technology Clinical I  6

### Credit Hours: 12

### Spring Semester
- HU ___  The World of Ideas: Elective  3
- ST 268  Correlated Patient Study  1
- ST 280  ST Seminar  2
- ST 270  Surgical Technology Clinical II  6
- CM 290  Portfolio Synthesis  0

**Program Total Hours:** 65

**SURGICAL TECHNOLOGY: On-line Associate of Science Degree in Health Studies**

**With emphasis in Surgical Technology**

**Description**
The associate of science degree completion program is designed for students who have completed a CAAHEP-accredited surgical technology certificate program and wish to earn a college degree. The program is an end in itself or can be a stepping stone toward the Bachelor of Science degree. Courses are available for on-line
delivery and the program can be completed on a full-time or part-time basis. Upon successful completion of the required general education credits, credit will be awarded for the surgical technology Associate program.

**Admission Criteria/ Prerequisites**

- College GPA of 2.5 or above (cumulative) earned at a regionally accredited institution (courses considered for transfer must be completed with a “C” grade or above)
- Successful completion of a CAAHEP-accredited Surgical Technology Associate program.

**Curriculum:**

<table>
<thead>
<tr>
<th>General Education Program</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Humanities</strong></td>
<td>9</td>
</tr>
<tr>
<td>SS 235 The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>HU 150 The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HU ___ The World of Ideas: Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>6</td>
</tr>
<tr>
<td>CM 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CM 230 or 245 Language and Culture in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>CM 290 Portfolio Synthesis</td>
<td>0</td>
</tr>
<tr>
<td><strong>Natural &amp; Applied Sciences</strong></td>
<td>3</td>
</tr>
<tr>
<td>SS ___ Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>3</td>
</tr>
<tr>
<td>SS 215 Life-Span Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Course Credit**

Credit for surgical technology certificate courses will be awarded following completion of all other program requirements

**Program Total Hours:** 61

* Note- the minimum residency requirement at Nebraska Methodist College is 15 credit hours.

**Professional Development Career**

**Course Offerings**

Nebraska Methodist College has an extensive catalog of programs for continuing education, offering an impressive array of topics in the medical, nursing, and allied health fields. We offer quality live programming to health care professionals so that they can continue to develop professionally as well as fulfill their continuing education requirements. In addition, we supplement our live offerings with a large library of online offerings that can be completed for continuing education credits at any time, from any place. Most programs are available at no charge for current students of Nebraska Methodist College as well as for employees of Nebraska Methodist Health System. For a complete listing of the online continuing education selections currently available, and for information on upcoming live programming, visit Professional Development at www.methodistcollege.edu.

**Basic and Advanced Life Support Courses**
Advanced Cardiac Life Support (ACLS) for the Health Care Provider
The ACLS Provider Course is designed to provide the knowledge and skills needed to evaluate and manage the first 10 minutes of an adult ventricular fibrillation/ventricular tachycardia (VF/VT) arrest. Providers are expected to learn to manage 10 core ACLS cases: a respiratory emergency, four types of cardiac arrest, four types of prearrest emergencies and stroke. The course is intended for health care personnel staffing emergency, intensive care or critical care departments. NMC offers both initial and renewal training. Participants have the option to schedule the course through the HeartCode Learning System, an interactive computer system or the traditional classroom. Those who choose the interactive computer system may work individually, at their own pace.

Basic Life Support (BLS) for the Health Care Provider
The BLS Health Care Provider Course is designed to teach the skills to administer CPR to victims of all ages (using ventilation with a barrier device, a bag-mask device and oxygen); use of an automated external defibrillator (AED); and relief of foreign-body airway obstruction (FBAO). It is intended for participants who provide health care to patients in a wide variety of settings, both in and out of hospital settings. NMC offers both initial and renewal training, in a traditional classroom format. Renewal training is also available in an online format.

Community CPR, First Aid and AED Courses
Community Basic Life Support Courses are available to family members and friends who would like to learn more about CPR, healthy heart and brain living, first aid and automatic external defibrillation. Learn what to do in an emergency situation and keep your cool in a non-intimidating, fun and hands-on learning experience.

Instructor Courses (BLS, ACLS, PALS)
The American Heart Association Instructor Course teaches the methods needed to effectively instruct others in resuscitation courses. This course is intended for current AHA providers who wish to become instructors. NMC offers both initial and renewal courses.

Pediatric Advanced Life Support (PALS) for the Health Care Provider
The Pediatric Advanced Life Support course provides the learner with:
• Information needed to recognize infants and children at risk for cardiopulmonary arrest.
• Information and strategies needed to prevent cardiopulmonary arrest in infants and children.
• The cognitive and psychomotor skills needed to resuscitate and stabilize infants and children in respiratory failure, shock or cardiopulmonary arrest.

The course is intended for health care professionals who work with and are responsible for the well being of infants and children. NMC offers both initial and renewal training.

Short Career Certificates
Nursing Assistant Certificate Program
This 105-hour course provides classroom instruction and clinical experience in caring for clients, with a special emphasis on the aging client. The primary objectives of the course are to identify the physical, emotional and psychosocial aspects of the aging process and learn how to assist each client to attain or maintain the optimal level of function and well being. Students who successfully complete the course are eligible to take the competency examinations to qualify for placement on the state of Nebraska Nursing Assistant Registry. After placement on the registry, nursing assistants have the opportunity to work with clients of diverse ages in health care facilities such as hospitals, nursing homes, assisted living facilities, rehabilitation units and client homes. Admissions criteria and fees are detailed in appropriate sections (Admissions, Fees) of this catalog. Class dates and times are varied. Preregistration, proof of required immunizations and completed physical, the completed Student Health service Questionnaire, and payment is required one week before the first day of class. The
tuition includes the textbook, handouts; NMC student services fees and testing for placement on the State Registry. Students are required to supply the following items needed for clinical practice:
  • Watch with a second hand
  • White uniform with white shoes (leather tennis shoes are acceptable)

**Phlebotomy Career Certificate Program**

The Phlebotomy Career Certificate Program at NMC prepares the student to collect and process blood and other specimens for medical laboratory analysis. The curriculum includes classroom instruction and learning experiences both in campus laboratories and at affiliated clinical laboratories.

This course consists of 60 hours of classroom instruction at NMC and five (8-hour) days for three weeks (120 hours) of clinical experience in a full-service clinical laboratory. The clinical practicum schedule is determined by the clinical site supervisor. A Medical Terminology course is recommended, but not required.

Admissions criteria and fees are detailed in the appropriate sections (Admissions, Fees) of this catalog.
Course Descriptions  
General Education  

COMMUNICATIONS  

CM 101  ENGLISH COMPOSITION  
Credit Hours:  3  
Prerequisites: None  
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.  

CM 205  FUNDAMENTALS OF PUBLIC SPEAKING  
Credit Hours:  3  
Prerequisites: Determined by major  
This course is designed to help the student become a more effective public speaker and more discerning consumer of rhetorical communication. The student learns the responsibilities incumbent upon speakers and audiences in a variety of communication situations. Throughout the semester, students will study the theories and practices of effective communication and will practice applying these principles by preparing and delivering a number of speeches as well as evaluating the performance of others.  

LANGUAGE AND CULTURE IN HEALTHCARE  

CM 230  SPANISH  
CM 245  SIGN LANGUAGE  
Credit Hours:  3  
Prerequisites: None  
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.  

CM 320  HEALTHCARE COLLABORATION AND LEADERSHIP  
Credit Hours:  3  
Prerequisites: Determined by major  
This course applies leadership and management theories to the changing environment of health-care. Students synthesize their knowledge of such topics as emotional intelligence, conflict management, gender dynamics, feedback delivery and systems theory in advanced writing and speaking projects. The NMC portfolio is integrated throughout this course.  

HUMANITIES  

HU 150  THE WORLD OF IDEAS: CRITICAL REASONING AND RHETORIC  
Credit Hours:  3  
Prerequisites: HU 150 is to be taken in the first semester  
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.  

HU 152  PORTFOLIO INTRODUCTION  
Credit Hours:  1  
Prerequisites: Either entered NMC with a bachelors degree or took a 3-credit public speaking course and a 3-credit critical thinking course  
This course is designed for students who receive two transfer credits for HU150: Critical Reasoning and Rhetoric. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes.  

HU 210  INTRODUCTION TO ETHICS  
Credit Hours:  3  
Prerequisites: Determined by major  
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.
HU 220  THE WORLD OF IDEAS: THE ARTS
Credit Hours: 3
Prerequisites: Determined by major
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.

HU 255  THE WORLD OF IDEAS: HISTORICAL PERSPECTIVES
Credit Hours: 3
Prerequisites: Determined by major
Area Description: Students critically analyze the impact of history on contemporary society. Historical methods of inquiry inform students' perspectives on societal and institutional development.

HU 270  THE WORLD OF IDEAS: HUMAN CONNECTION
Credit Hours: 3
Prerequisites: Determined by major
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.

NATURAL & APPLIED SCIENCES

SC 025  MATHEMATICAL CONCEPTS
Credit Hours: Variable (.2 to 1) credit hours (1 to 5 modules)
Prerequisites: None
This is a developmental course, which can be taken in its entirety or in a modular form. The course covers some of the basic mathematical principles including integers, negative numbers, fractions, decimals, percents and ratios and proportions.

SC 103  COLLEGE CHEMISTRY
Credit Hours: 3
Prerequisites: None
This course is an overview of general inorganic/organic and biochemistry with an emphasis on relationship to biological sciences.

SC 105  COLLEGE MATHEMATICS
Credit Hours: 1
Prerequisites: None
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.

SC 110  INTRODUCTION TO PHYSICS
Credit Hours: 3
Prerequisites: None
This course discusses the major fundamental themes in classical physics of mechanics, heat, sound, electricity, magnetism, light and modern physics.

SC 116  MEDICAL TERMINOLOGY
Credit Hours: 1
Prerequisites: None
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 comfortably understand, translate and discuss issues related to their profession using appropriate terminology.

SC 175  COLLEGE MATHEMATICS
Credit Hours: 1
Prerequisites: None
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.

SC 200  HUMAN ANATOMY & PHYSIOLOGY
Credit Hours: 5
Prerequisites: None
This survey course stresses structure and function of the cell; the integumentary, skeletal, muscle and nervous systems; special senses, endocrine, circulatory, lymphatic, respiratory, digestive, urinary, reproductive systems; as well as necessary aspects of medical terminology, chemistry, histology and embryology. Laboratory experience will include cadaver study.

SC 206  PATHOPHYSIOLOGY/PHARMACOLOGY
Credit Hours: 4
Prerequisites: SC 200
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.

SC 225 HUMAN ANATOMY & PHYSIOLOGY I
Credit Hours: 4
Prerequisite/Co-requisite: High school or college chemistry
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.

SC 226 HUMAN ANATOMY & PHYSIOLOGY II
Credit Hours: 4
Prerequisites: SC 225
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.

SC 240 PRINCIPLES & CONCEPTS OF NUTRITION
Credit Hours: 3
Prerequisites: SC 103
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.

SC 265 INTRODUCTION TO PHARMACOLOGY
Credit Hours: 3
Prerequisites: SC 103, SC 225, SC 226
Prerequisite/Co-requisite: SC 315
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.

SC 280 MICROBIOLOGY
Credit Hours: 3
Prerequisites: SC 103
This course is a study of the principles and application of microorganisms and their relationship to various disease processes.

SC 315 PATHOPHYSIOLOGY
Credit Hours: 3
Prerequisites: SC 103, SC 225, SC 226, SC 280
This course begins with a major focus on cellular function 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; gastrointestinal, urinary, respiratory,
cardiac, endocrine, neurological, mobility and sensory perceptual functions are emphasized.

SOCIAL SCIENCES

SS 101 INTRODUCTION TO PSYCHOLOGY
Credit Hours:  3  
Prerequisites: None  
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.

SS 215 LIFE-SPAN PSYCHOLOGY
Credit Hours:  3  
Prerequisites: Determined by major  
The Life-Span 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.

SS 235 THE SOCIOLOGY OF CULTURE
Credit Hours:  3  
Prerequisites: None  
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.

SS 360 INTRODUCTION TO STATISTICS
Credit Hours:  3  
Prerequisites: Determined by major

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.

SS 370 PRINCIPLES OF RESEARCH
Credit Hours:  3  
Prerequisites: Determined by major  
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.

SS 465 CAPSTONE: THE EDUCATED CITIZEN
Credit Hours:  3  
Prerequisites: SS 465 is to be taken in the final semester before graduation  
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. Through service learning, deliberate reflection, and the study of primary texts, students examine civic engagement and its relation to personal and professional development. Students present their portfolio within the context of this capstone course.

Diagnostic Medical Sonography

SO 102 FOUNDATIONS OF SONOGRAPHY
Credit Hours:  2  
Prerequisites: Admission into the program  
Student will be introduced to the profession of sonography and the role of the sonographer. Emphasis will be placed on history of the profession, written and verbal communication, and
professional issues relating to registry, accreditation, and the professional organizations. Basic sonographic physics principles will be introduced.

**SO 108  INTRODUCTION TO SONOGRAPHY AND PATIENT CARE**

Credit Hours: 6
Prerequisites: SO 102, SC 116
An orientation will be included in this course to review the student handbook, goals of the program, curriculum sequence, clinical education guidelines, performance objectives, grading policies and all program policies. This course will focus on introducing the student to the field of diagnostic medical sonography. It will include medical terminology with application to sonography. Course work will include information concerning to basic patient care, infection control and universal precautions, emergency conditions, body mechanics/ergonomics, learning methods, and professionalism. General sonographic physics principles, terminology, and clinical applications related to basic cardiovascular principles that are essential to the understanding of cardiovascular function and evaluation. Topics include anatomy of the heart, basic embryology, cardiac physiology, principles of cardiac hemodynamics and cardiac evaluation. Students will also be introduced to fundamental principles of vascular and duplex imaging. Students will begin to learn scanning techniques in the laboratory on real-time ultrasound equipment. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

**SO 126  CARDIOVASCULAR CLINICAL PRACTICUM I**

Credit Hours: 2
Prerequisites: SO 118
Students are assigned to the clinical setting to begin performing cardiovascular procedures, practice basic patient care skills including patient mobility and practice fundamental operation of the ultrasound machine.

**SO 214  SONOGRAPHIC PHYSICS I**

Credit Hours: 2
Prerequisites: SC 110, SO 108/118
Principles of sound propagation and tissue interaction are addressed. These include reflection, refraction, absorption and attenuation, the piezoelectric effect, transducer characteristics, focusing and resolution.

**SO 216  SONOGRAPHIC PHYSICS II**

Credit Hours: 1
Prerequisites: SC 110, SO 108/118, SO 214
Building on material taught in SO 214, this course continues with the principles Doppler and hemodynamics. In addition to classroom lecture and discussion, students will participate in practical
exercises involving setting up and performing Doppler examinations.

SO 218  SONOGRAPHIC PHYSICS III  
Credit Hours:  2  
Prerequisites: SC 110, SO 108/118, SO 214, SO216  
Building on material taught in SO 214 and SO216, this course continues with the principles of pulse-echo imaging, image storage and display, image features and artifacts, quality assurance and bioeffects.

SO 233  SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I  
Credit Hours:  5  
Prerequisites: SO 108  
Lecture content includes gross anatomy, physiology, pathologic conditions, pertinent lab values, and sonographic imaging of the abdominal organs to include liver, biliary system and great vessels. Normal anatomy and ultrasound evaluation of the female pelvis and reproductive system as well as obstetrical applications of ultrasound to include embryology, the developing fetus, and sonographic imaging and measurement of the normal fetus will be taught. The laboratory is used to enhance and reinforce material taught didactically. The essential components of the case presentation are introduced. Students present cases in an open forum for discussion and evaluation. Information presented includes patient history, sonographic findings, and patient follow-up. The examinations are also critiqued for technique, artifacts, and demonstration of anatomy and pathology. Students are evaluated based on their in-class written and oral presentations, and overall participation. Students also participate in journal club exercise.

SO 235  CARDIOVASCULAR SEMINAR  
Credit Hours:  2  
This course is designed to help prepare students for the ARDMS board examinations in Sonography Principles and Instrumentation (SPI), Adult Echocardiography and Vascular Technology. 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 a 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.

SO 236  SONOGRAPHIC SEMINAR  
Credit Hours:  2  
This course is designed to help prepare students for the ARDMS board examinations in Sonography Principles and Instrumentation (SPI), Abdomen and OB/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.

SO 237  SONOGRAPHIC CLINICAL PRACTICUM II  
Credit Hours:  4  
Prerequisites: SO 115  
Students are assigned to various clinical rotations where they gain hands-on experience under the direction and supervision of clinical instructors. While students will observe and participate in all areas of sonography, the specific areas of emphasis are abdominal and gynecological applications.

SO 238  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I  
Credit Hours:  6  
Prerequisites: SO 118  
Students are introduced to fundamental principles of adult echocardiography including terminology, 2-D and m-mode imaging techniques, and Doppler evaluation of the heart. This course will also cover beginning concepts of vascular sonography to
include: extracranial and intracranial arterial systems, lower venous systems. The laboratory is used to enhance and reinforce material taught didactically. The essential components of the case presentation are introduced. Students present cases in an open forum for discussion and evaluation. Information presented includes patient history, sonographic findings, and patient follow-up. The examinations are also critiqued for technique, artifacts, and demonstration of anatomy and pathology. Students are evaluated based on their in-class written and oral presentations, and overall participation. Students also participate in journal club exercise.

SO 239 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE II
Credit Hours: 6
Prerequisites: SO 233
This course focuses on the sonographic appearance of pathologic conditions related to the abdomen. In addition to abdominal pathology, pathologic processes in the nongravid pelvis & gynecologic infertility studies as well as 1st trimester pregnancy complications will be taught. The laboratory setting is used to enhance and reinforce material taught didactically. Students will also present interesting cases in a small group setting. Patient's medical history, pertinent lab values, medical procedures, and sonographic images comprise a complete case review to be followed by an open discussion. In addition, the essential elements of technical report writing are taught.

SO 243 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE III
Credit Hours: 6
Prerequisites: SO 108, SO 233, SO 239
Course material includes anatomy, pathology, and sonographic imaging used in the care of the high-risk obstetric patient and high-resolution sonography, which includes thyroid, breast, testicular, peritoneum/retroperitoneum, superficial imaging and invasive/biopsy procedure. The laboratory setting is used to enhance and reinforce material taught didactically. This course puts more emphasis on technical report writing and film critique.

SO 248 SONOGRAPHIC CLINICAL PRACTICUM III
Credit Hours: 5
Prerequisites: SO 115, SO 237
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.

SO 253 SONOGRAPHIC CLINICAL PRACTICUM IV
Credit Hours: 5
Prerequisites: SO 115, SO 237, SO 248
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.

SO 255 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE IV
Credit Hours: 3
Prerequisite: SO 108, SO 233, SO 239, SO 243
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 I vasculature 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 also be responsible for writing a Case Report according to the JDMS guidelines and presenting it in digital format in front of peers (students, program staff, and clinical instructors).

SO 256 CARDIOVASCULAR CLINICAL PRACTICUM II
Credit Hours: 4
Prerequisite:  SO 118, SO 126
This is a continuation of Cardiovascular Clinical Practicum I. Under direct supervision, students gain hands-on experience in the clinical setting. Students provide basic patient care and perform limited examinations demonstrating fundamental principles in instrumentation and cardiac scanning. In addition, students begin to perform examinations including carotid duplex and ankle/brachial indices in the vascular lab.

SO 258  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE II
Credit Hours:  6
Prerequisites: SO 118, SO 238
This course expands on the cardiac imaging techniques and begins to focus on pathologic conditions of the heart. Comparative imaging, pathophysiology, sonographic appearance and Doppler echocardiography are integrated into the lectures. In addition, students will continue to learn lower extremity and venous examinations. New topics include: lower extremity arterial examinations (ABI’s and SAP’s), upper extremity venous and arterial exams and graft assessment. Pathologies of thrombus and arterial plaque and signs and symptoms of arterial and venous pathology are addressed. The laboratory setting is used to enhance and reinforce material taught didactically. Students will also present interesting cases in a small group setting. Patient's medical history, pertinent lab values, medical procedures, and sonographic images comprise a complete case review to be followed by an open discussion. In addition, the essential elements of technical report writing are taught.

SO 259  CARDIOVASCULAR CLINICAL PRACTICUM III
Credit Hours:  6
Prerequisites: SO 118, SO 126, SO 256
This is a continuation of Cardiovascular Clinical Practicum I and II, in which students’ experiences are broadened to include more advanced cardiac imaging techniques using two dimensional imaging, M-mode and spectral Doppler analysis. In the vascular lab, students begin to perform advanced vascular imaging procedures including deep venous examinations and intravenous graft assessments. Patient care skills are further developed through direct patient contact.

SO 260  MEDICAL ETHICS AND LAW IMAGING
Credit Hours:  1
Prerequisites: Instructor permission required for those not enrolled in the Sonography Program This course addresses a broad range of topics related to professional ethics and law including application of ethical principles, professionalization of medical imaging disciplines, theories and models related to incidence and prevention of medical mistakes and state and federal laws that affect medical imaging.

SO 261  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE III
Credit Hours:  5
Prerequisites: SO 118, SO 238, SO 258, SO 261
This course covers cardiac physiology and cardiac physics as it relates to aspects of mitral, aortic pulmonary and tricuspid stenosis as well as prosthetic valves, hypertensive disease and cardiomyopathies. The vascular portion of this course focuses on pathology and advanced imaging procedures (transcranial). Abdominal vascular imaging to include renal artery stenosis, the aorta and its branches and other abdominal applications are addressed. The laboratory setting is used to enhance and reinforce material taught didactically. This course puts more emphasis on technical report writing and film critique.

SO 262  APPLIED SECTIONAL ANATOMY IN IMAGING
(Cross-listed: RA 262)
Credit Hours:  1
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 technology (CT), and magnetic resonance imaging (MRI) and nuclear medicine. The anatomy will be evaluated in multiple planes. The cadaver lab will be used to emphasize the relationships between anatomic structures.
SO 265  CARDIOVASCULAR CLINICAL PRACTICUM IV
Credit Hours:  6
Prerequisite:   SO 118, SO 126, SO 256, SO 259
This is a continuation of Cardiovascular Clinical Practicum I, II, and III. Building on skills developed in the previous two semesters, students perform advanced cardiac procedures such as stress-echocardiograms and transesophageal imaging and demonstrate technical proficiency in non-invasive vascular studies. Professional judgment, patient care and critical thinking skills are further developed.

SO 267  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE IV
Credit Hours:  1
Prerequisites: SO 118, SO 239, SO 258, SO 261
Students will be responsible for writing a Case Report according to the JDMS guidelines and presenting it in digital format in front of peers (students, program staff, and clinical instructors).

SO 420  PROFESSIONAL EXTERNSHIP
Credit Hours:  1-3
Prerequisites: Instructor permission
Students will determine an appropriate setting in which to shadow a professional (physician, sonographer, administrator, educator, etc.) to obtain additional practical experience in an area of predetermined interest.

SO 430  SONOGRAPHY DIRECTED STUDY
Credit Hours:  1-4
Prerequisites: Instructor permission
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 neurosonology, pediatric echocardiography or breast imaging.

Advanced Skills Certificate in Vascular Sonography

SO 001  PRINCIPLES OF HEMODYNAMICS
A discussion of Doppler Sonography that includes basic ultrasound physics and instrumentation, continuous-wave Doppler, pulsed Doppler, and duplex-triplex scanning with emphasis on the analysis of Doppler spectral waveforms and interpreting color Doppler images. An in-depth analysis of normal vascular hemodynamics and the effect of pathology on the flow of blood within and throughout the vascular circulation are presented.

SO 002  EXTREMITY VENOUS PRINCIPLES AND PROCEDURES
Study of the clinical applications of Vascular Technology including the pathophysiologic basis, clinical signs and symptoms, related diagnostic procedures and typical findings of common and rare conditions of the upper and lower extremity venous vascular systems.

SO 003  EXTREMITY ARTERIAL PRINCIPLES AND PROCEDURES
Study of the clinical applications of Vascular Technology including the pathophysiologic basis, clinical signs and symptoms, related diagnostic procedures and typical findings of common and rare conditions of the upper and lower extremity arterial systems.

SO 004  CEREBROVASCULAR PRINCIPLES AND PROCEDURES
Study of the abnormal vascular examinations of the cerebrovascular system.

SO 005  MISCELLANEOUS APPLICATIONS IN VASCULAR TECHNOLOGY
Further study of the clinical applications of vascular technology, including abdominal Doppler applications and other advanced and/or rare examinations.

Diagnostic Medical Sonography - On-Line
This course will consist of review in preparation for the ARDMS examinations in

Health Promotion Management

MASTER OF SCIENCE IN HEALTH PROMOTION MANAGEMENT
Prerequisites for all courses: Acceptance to the MS in Health Promotion Management Program or by department approval.

HPM 508 THEORIES AND PRINCIPLES OF HEALTH PROMOTION
Credit Hours: 3
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.

HPM 505 STRATEGIC MANAGEMENT
Credit Hours: 3
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.

HPM 538 CRITICAL ANALYSIS OF RESEARCH
Credit Hours: 3
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.

HPM 515 CHANGE MANAGEMENT
Credit Hours: 3
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.

HPM 518 ORGANIZATIONAL DIAGNOSIS AND NEEDS ASSESSMENT
Credit Hours: 3
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 528 PROGRAM DESIGN AND EVALUATION
Credit Hours: 3
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.

**HPM 525 HUMAN RESOURCE MANAGEMENT**
Credit Hours: 3
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.

**HPM 542 HUMAN AND FINANCIAL RETURN ON INVESTMENT**
Credit Hours: 3
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.

**HPM 535 ETHICAL LEADERSHIP AND CONFLICT MANAGEMENT**
Credit Hours: 3
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.

**HPM 590 MARKETING HEALTH PROMOTION**
Credit Hours: 3
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.

**HPM 591 HEALTH PROMOTION MANAGEMENT CAPSTONE**
Credit Hours: 3
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.

**Medical Group Administration**

**MASTER OF SCIENCE IN MEDICAL GROUP ADMINISTRATION**
Prerequisites for all courses: Acceptance to the MS in Medical Group Administration Program or by department approval.

**MGA 501 BUSINESS AND CLINICAL OPERATIONS**
Credit Hours: 3
Operating a medical group practice is not like managing a hospital, nursing home, or retail store. It requires a special set of technical and professional knowledge and skills. The diversity and variety of situations that occur in a medical practice make its
managers a unique breed. The medical practice executive must have both a general knowledge of many areas as well as a specific capacity to handle detailed information in many areas. Numerous internal and external pressures effect the operational side of practice management, including regulatory changes, third party payer demands and expectations, patient demands and expectations, staff and physician expectations, and declining reimbursement for services. Successful business and clinical operations management requires a broad range of experience and expertise.

**MGA 505 STRATEGIC MANAGEMENT**  
Credit Hours: 3  
Today’s medical group practices are continually faced with change – change in reimbursement; change in financial and organizational oversight; change in leadership; and change in policies, regulations, and standards; as well as change in the health care needs and wants of the populations served. To survive in this turbulent environment in health care, medical practice executives must be adaptable. Strategic planning allows the practice to change direction in a quick and coordinated fashion. Strategic planning provides powerful tools that can help medical group practices achieve goals and objectives on a continuous basis, especially as they relate to a rapidly changing, dynamic environment. Successful medical practice executives understand the value of embracing strategic planning and marketing, rather than merely reacting to their environments.

**MGA 512 FUNDAMENTALS OF FINANCIAL MANAGEMENT**  
Credit Hours: 3  
Accounting, budgeting, and benchmarking are central to business decisions. Medical practices use accounting to record, monitor, and report their financial condition. Practices use budgets to translate what they decide into what they expect to spend and earn. Benchmarks regarding the financial performance of a practice can assist management with complex business decisions. A group practice executive can utilize a wide range of financial benchmarks, including revenue, productivity, accounts receivable, expenses, profitability, and liquidity. By using analytical financial procedures to locate areas of potential financial improvement and opportunity, a practice executive can lead their practice to better financial performance.

**MGA 515 CHANGE MANAGEMENT**  
Credit Hours: 3  
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. With change, conflict occurs. Conflict management is a skill that is integral to the success of any organization. Learning skills for early identification and management of these potentially volatile situations is necessary to be an effective manager. 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; building trust and relationships to motivate individuals and groups to become effective teams; and fostering participation in self-assessment and continuous learning programs.

**MGA 522 INFORMATION TECHNOLOGY MANAGEMENT**  
Credit Hours: 3  
Planning for, selecting, and managing information resources for a medical practice constitute a challenging, dynamic responsibility, albeit one that is critical to the organizations’ success. The knowledge base changes continually and relatively rapidly. Decisions about information products cannot be made in isolation, as interoperability of information technology is required to support seamless health care for individuals. No other domain of the medical practice executive’s knowledge is constrained with the degree of regulation and external oversight that is present in health information management. The stakes are high, as an individual’s right to privacy and the assurance of information security are at risk. The accountability for managing and protecting sensitive information falls to the practice manager. The savvy medical practice executive will identify
reliable sources of information and good advisors with experience in information management. Both types of resources can provide guidance in balancing the need for access to information for business and patient care needs with the need to protect the security and confidentiality of that same information.

MGA 525  HUMAN RESOURCE MANAGEMENT
Credit Hours: 3
Creating an efficient human resources function is one of the most important activities in a medical practice. The organization has to care for its staff and attract and retain the best employees. The human resources function of managing employees and addressing their needs and wants is a constant challenge. A well-run medical practice with a strong vision, mission, goals, and objectives will use its human resource function to develop, implement, and maintain excellent programs in salary and wage administration, benefits administration, procedures and policies, recruitment, appraisal and evaluation, employee relations, training and development, and reward and recognition. The key to that success will be grounded in excellent service and quality patient care.

MGA 532  RISK MANAGEMENT AND CLINICAL QUALITY
Credit Hours: 3
Risk management is a comprehensive set of management skills that covers the entire spectrum of activity in the practice. It is not a function; rather, it is a management skill and process that, if used correctly, can identify areas of potential loss long before they emerge. Risk management draws on federal and state legislation and regulation as well as principles of safety, science, communication, human interaction, and business practices. It creates a network of measurements against which the daily operation of the medical practice can benchmark itself to find the means to reduce injury to patients and employees and to minimize financial loss to the organization. Additionally, the development and maintenance of a culture of quality in clinical care provision is imperative.

MGA 535  ETHICAL LEADERSHIP AND CONFLICT MANAGEMENT
Credit Hours: 3
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 and application of theories and 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.

MGA 538  REVENUE CYCLE AND BILLING MANAGEMENT
Credit Hours: 3
When a physician provides medical services to a patient, a complex multi-step process is initiated to ensure the physician is paid for the services rendered. Professional fee billing is the process that translates a physician medical service into a bill that the patient or a third party payer will pay. Strong financial oversight is required to maintain a successful practice. Managers must be keenly aware of accurate coding and billing, days in accounts receivable, and collection percentages. Increased scrutiny from third party payers also forces practice executives to be knowledgeable about continuously updated rules and regulations.

MGA 542  GOVERNANCE AND PHYSICIAN RELATIONS
Credit Hours: 3
The governance and organizational dynamics of the medical group require careful attention. Each task is essential to maintaining a functional group and is equally important to creating an environment where change is possible. Modern medical group administration and, to a large degree, medical group governance are about the management of relationships with all of the various stakeholders and constituent groups. These stakeholders include physicians, patients, employees, hospitals, community leaders, payers, and many more. Without a clear structure for governance, and a plan
to manage these relationships, the organization simply will not produce the level of performance expected.

**MGA 590  CAPSTONE/SYNTHESIS**

Credit Hours:  3
The Capstone course is designed to synthesize your learning from the MGA program. It will build upon your understanding of the key elements in medical group administration, including business and clinical operations, strategic management, finance, human resources, risk management, organizational behavior, and physician relations. A variety of external readings will be used highlighting particular topics not emphasized in previous courses. At the end of the course, students will be required to complete a significant project that demonstrates their mastery of the ten previous courses’ learning objectives.

**Health Studies**

**HS 350  ENVIRONMENTAL HEALTH**

Credit Hours:  3
The 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. 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. Principles of scientific inquiry are integrated throughout the course’s subject matter.

**HS 370  PRINCIPLES OF ADULT LEARNING**

Credit Hours:  3
Concepts of teaching and learning in adulthood will be studied. The student will apply these theories using a critically reflective approach. Each student will practice instructional design and develop objectives, teaching strategies and evaluation techniques.

**HS 430  ACADEMIC & PROFESSIONAL WRITING**

Credit Hours:  3
This course focuses on the particular ways in which writers apply the writing process to genres used regularly by health care 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.

**HS 438  STRATEGIC MANAGERIAL CONCEPTS**

Credit Hours:  3
This course is designed to introduce the student to essential managerial concepts necessary to function as an effective department manager. Topics include strategic planning, organizational dynamics, budgeting, crisis planning and communication skills.

**HS 440  BIOMEDICAL AND HEALTH CARE ETHICS**

Credit Hours:  3
This course is designed to be offered to an interdisciplinary group of learners. The course will begin with a brief history of the discipline of bioethics and review of moral theory. Students will philosophically examine contemporary bioethical issues. Specific topics include allocation of scarce resources, maternal-fetal conflict and reproductive technologies, human and animal experimentation, and end-of-life decisions.

**HS 465  SURVEY OF US HEALTH CARE SYSTEMS**

Credit Hours:  3
Health care professionals need to have an understanding of the interaction of U.S. health care 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. health care systems.
Nursing

BACCALAUREATE DEGREE COURSES

NS 100 INTRODUCTION TO COMMUNITY-BASED NURSING
Credit Hours: 2.5
Prerequisites SC 225, satisfactory math competency or SC 025, SC 103, CM 101
Pre/Corequisites: SC 226, SC 280, SS 101, HU 150, CM 230/245
Co-requisites: NS 100C
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.

NS 100C CLINICAL PRACTICUM
Credit Hours: 1.5
Co-requisites: NS 100
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.

NS 202/NS 202L HEALTH ASSESSMENT ACROSS THE LIFESPAN
Credit Hours: 3
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.

NS 220 COMMUNITY-BASED CARE WITH ADULTS
Credit Hours: 4
Prerequisites: All year-one courses except HU_ World of Ideas
Pre-/Corequisites: SC 315, SS 215
Corequisites: NS 202/202L
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.

NS 220C CLINICAL PRACTICUM
Credit Hours: 3
Corequisites: NS 220
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 clients.
adult clients, members of the health care team and community partners.

NS 240 COMMUNITY-BASED CARE WITH FAMILIES
Credit Hours: 3.5
Prerequisites: All year-one courses and NS 220/220C, SC 315
Pre/Corequisites: SC 240, HU ____: World of Ideas, SS 235, SC 265
Corequisites: NS 240C, NS 245
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.

NS 240C CLINICAL PRACTICUM
Credit Hours: 2.5
Corequisites: NS 240
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.

NS 245 PUBLIC HEALTH SCIENCE I
Credit Hours: 1
Corequisites: NS 240
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.

NS 340 COMMUNITY-BASED CARE ACROSS THE LIFE SPAN
Credit Hours: 5
Prerequisites: All year-one and -two courses
Pre/Corequisites: SS 360
Corequisites: CM 320
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 life span. Content focuses on health promotion, illness prevention, maintenance and management of acute and chronic health problems. The differences in communication with clients across the life span 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.

NS 340C CLINICAL PRACTICUM
Credit Hours: 4
Corequisites: NS 340
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.

NS 345 PUBLIC HEALTH SCIENCE II
Credit Hours: 2
Corequisite: NS 350
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.
NS 350  ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING
Credit Hours:  4
Prerequisites:  All year-one and -two courses, NS 340, SS 360
Pre/Corequisites: SS 370, HU 210, CM 320
Corequisites:  NS 345, NS 350C
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.

NS 350C  CLINICAL PRACTICUM
Credit Hours:  5
Corequisites:  NS 345, NS 350C
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.

NS 445  NURSING THE GLOBAL SOCIETY
Credit Hours:  3
Prerequisites:  All year-one, -two and -three courses, CM 320
Corequisites:  NS 450
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 for practice are evaluated. Professional activism is explored. Health care policy and legal/ethical concerns are scrutinized within the framework of global nursing practice.

NS 450  COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFE SPAN
Credit Hours:  4
Prerequisites:  All year-one, -two and -three courses
Pre/Corequisites:  NS___ : Non-Clinical Nursing Elective, HU ___ World of Ideas (Completion of 2 out of 3 World of Ideas Courses)
Corequisites:  NS 445
This course focuses on the application of theory when caring for complex, high-risk clients across the life span. 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.

NS 450C  CLINICAL PRACTICUM
Credit Hours:  5
Corequisites:  NS 450
This clinical practicum provides opportunities for students to apply culturally diverse, holistic care with high-risk families across the life span. 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.
NS 460 COMMUNITY-BASED CARE: COMPLEXITY OF AGING
Credit Hours: 2
Prerequisites: All year-one, -two, -three courses and NS 445, NS 450
Pre/Corequisite: HU____: World of Ideas
Corequisites: NS 460C, SS 465

NS 460C CLINICAL PRACTICUM
Credit Hours: 2
Corequisites: NS 460
The clinical practicum facilitates student implementation of the nursing process with the complex older adult. 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 and care provider.

NS 470 SENIOR SYNTHESIS
Credit Hours: 1
Prerequisites: All year-one, -two, -three courses and NS 460
Pre/Corequisites: HU____: World of Ideas
Corequisites: NS 470P, SS465
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.

NS 470P SENIOR RECEPTOR PRACTICUM
Credit Hours: 2
Corequisites: NS 470
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.

NURSING NON-CLINICAL ELECTIVES- May be taken with NS 240, NS 340, NS 350, or NS 450

NS 310 HIV/AIDS: A CHALLENGE TO SOCIETY (cross-listed as HU 310)
Credit Hours: 2
This course provides an opportunity for students to increase awareness of various aspects of Human Immunodeficiency Viral infection (HIV), particularly as related to the disease Acquired Immune Deficiency Syndrome, better known as AIDS. A holistic approach critically examining the social, physical, psychological and spiritual aspects of clients with HIV/AIDS is addressed in relation to professional responsibility and accountability. Communication techniques used to facilitate change in persons at risk for HIV/AIDS are analyzed. Students examine value systems in response to various HIV/AIDS issues within a caring framework. Discipline-specific issues and concerns, including nursing processes, are also discussed. A variety of teaching strategies focusing on the experiential approach are utilized.

NS 312 INFECTIOUS DISEASES: DON’T BUG ME
Credit Hours: 2
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.

NS 325 CURRENT TRENDS AND CONTROVERSIES IN TRANSPLANTATION
Credit Hours: 2
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.

**NS 355 TRANSCULTURAL PERSPECTIVES OF HEALTH & ILLNESS** (cross-listed as SS 355)

Credit Hours: 2
This course explores a variety of cultural influences that shape attitudes 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.

**NS 358 PARISH NURSING: BASIC PARISH NURSE PREPARATION**

Credit Hours: 2
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.

**NS 361 PAIN MANAGEMENT**

Credit Hours: 2
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 life span; 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.

**NS 362 EMPOWERING THE PROFESSIONAL NURSE**

Credit Hours: 2
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.

**NS 363 PERSPECTIVES ON GRIEF & SUFFERING**

Credit Hours: 2
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.

**NS 364 A SURVEY OF COMPLEMENTARY & ALTERNATIVE HEALING PHILOSOPHIES AND PRACTICES** (cross-listed as HU 364)

Credit Hours: 2-3
This course is based on Human Caring Theory and examines complementary and alternative healing philosophies and practices as they relate to clients who are healthy or experiencing an illness. Critical
thinking strategies, such as dialogue and Socratic questioning, are used to analyze the legal, moral and ethical issues confronting complementary, alternative healing philosophies and practices. Using nursing and allied health practice models, students focus on integrating complementary and alternative healing practices into the changing health care environment.

NS 365  HISTORY OF NURSING SEMINAR
Credit Hours: 2
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.

NS 366  WOMEN’S HEALTH ISSUES
Credit Hours: 2
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.

NS 367  VIOLENCE IN SOCIETY
Credit Hours: 2
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.

NS 368  GENETICS FOR NURSING PRACTICE
Credit Hours: 2
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.

NS 369  LEADERSHIP DEVELOPMENT
Credit Hours: 2
Corequisites: Active member of the Methodist Student Nurses Association (MSNA), holding a leadership position at NMC, state or national level of the Student Nurses Association
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.

NS 371  BIO-PSYCHOSOCIAL PERSPECTIVES OF INTIMATE PARTNER VIOLENCE
Credit Hours: 2
May be taken with NS 340, NS350 or NS 450
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.

NS 399  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.

BACCALAUREATE DEGREE NURSING ADVANCED PLACEMENT

NS 280  LPN TRANSITION COURSE
Credit Hours: 1.5
Placement: Advanced standing (LPN)
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.

NS 280C  LPN TRANSITION CLINICAL PRACTICUM
Credit Hours: .5
Corequisites: NS 280
The clinical practicum is designed for LPN transition students to demonstrate health assessment abilities, communication techniques, nursing skills and the use of the nursing process during the care of a client.

NS 402  NURSING ASSESSMENT FOR RN'S
Credit Hours: 3
Prerequisite(s): Admissions to the RN to BSN Program or permission of the Nursing Program
This course will focus on the health assessment role of the BSN nurse. Theoretical knowledge and skills in history taking, examination techniques, and

system review across the lifespan will be discussed and practiced. Students collaborate with the client in obtaining a comprehensive health history and physical.

NS 430  RN PROFESSIONAL SEMINAR
Credit Hours: 3
Placement: Advanced standing (RN)
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.

NS 446  COLLABORATIVE NURSING LEADERSHIP IN A GLOBAL SOCIETY
Credit Hours: 3
Placement: Accelerated BSN students or advanced standing (RN)
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.

NS 476/476C  RN TO BSN COMMUNITY HEALTH NURSING
Credit Hours: 6
Placement: Advanced standing (RN)
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.

**NS 480**  
**COMPLEXITY IN NURSING**  
Credit Hours: 3  
Placement: Advanced standing (RN)  
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.

**Directed and Independent Studies**

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**Prerequisites**: Written permission of Program Director or Associate Dean of Nursing.

**Master of Science in Nursing**

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**MSN CORE & CLINICAL COURSES**

**NS 500**  
**DEVELOPING YOUR ADVANCED NURSING ROLE**  
Credit Hours: 3  
Prerequisites: To be taken first semester or by permission of the faculty.  
This course facilitates the transition of the nurse into the advanced nursing role. The advanced roles of the nurse educator and nurse executive are further explored. Content related to evidence-based nursing, informatics and the importance of reflection in nursing are examined. The students begin to develop their professional portfolio based on program outcomes.

**NS 506**  
**THEORIES FOR NURSING**  
Credit Hours: 3  
Prerequisites: To be taken first semester or by permission of the faculty.  
This course presents the processes of development, construction, application, and evaluation of theory and knowledge in nursing. Students will learn to explore and explain phenomena of concern to nurses through the use of conceptual models and theories from nursing. Students will broaden their view of nursing by examining the contributions of different ways of knowing to high quality nursing practice. Students will briefly identify the role of processes for evidence-based practice in the application and testing of theory/knowledge for nursing.

**NS 508**  
**ISSUES IN ADVANCED NURSING ROLES**  
Credit Hours: 3  
Prerequisites: NS 500, NS 506  
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.
NS 510  ADVANCED STATISTICS FOR NURSING RESEARCH
Credit Hours:  2
Prerequisites: Undergraduate statistics or equivalent.
This course will provide a review and more in-depth exploration of descriptive and inferential statistics.
Understanding the role of statistics, being able to identify and implement the correct statistical procedure for a given research or evidenced-based practice problem and becoming more critical of statistical presentations are the basic themes of the course.

NS 514  RESEARCH AND EVIDENCE-BASED PRACTICE
Credit Hours:  3
Pre/Co requisites: Undergraduate Research
This course incorporates quantitative and qualitative research as well as class assignments related to evidence based nursing education and practice. The student will become proficient in the critical appraisal and use of research. The student will identify researchable problems within administration, education and a variety of practice settings.

NS 542  ADVANCED CLINICAL CONCEPTS
Credit Hours:  3
Prerequisites: NS 500, NS 506, NS 510, NS 514
Co requisites: NS 508
This course provides students the means to approach nursing and their clinical content area with an advanced way of thinking. Seminar discussion promotes student ability to identify and organize major nursing concepts and theory for application to their own practice. Students will synthesize theoretical/research readings with concurrent clinical experience related to a selected nursing concept.

NS 592  CAPSTONE I
Credit Hours:  2
Prerequisites: NS 542
Co requisites: NS 523 & NS 558 or permission from MSN Program Director.
In this first 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 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.

NS 594  CAPSTONE II
Credit Hours:  2
Prerequisites: NS 592
Co requisites: NS 524 & NS 558 or permission from MSN Program Director.
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 a group-selected evidence-based project. Emphasis will be on the process of completing an evidence-based manuscript suitable for publication in a peer-reviewed journal or a podium or poster presentation suitable for delivery at a national or regional conference.

NURSE EDUCATOR TRACK

NS 516  TEACHING-LEARNING PRINCIPLES FOR NURSING EDUCATION
Credit Hours:  3
Prerequisites: NS 500, NS 506 or faculty permission.
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 issues.

NS 521  INFORMATICS AND TECHNOLOGY FOR NURSING EDUCATION
Credit Hours:  1
Prerequisites: NS 516, NS 518 This course focuses on the development of a course online. Ethical,
social, and legal issues associated with using information technology in education are emphasized. Students have the opportunity to use a course management system to develop a course online.

**NS 518 INSTRUCTIONAL METHODS**  
Credit Hours: 3  
Prerequisites: NS 500, NS 506, NS 516, or faculty permission.  
This course analyzes teaching strategies and modalities relevant to classroom and clinical teaching in nursing education. Fundamental concepts and principles in educational and psychological measurement of learning are explored.

**NS 523 CURRICULUM/PROGRAM DEVELOPMENT & EVALUATION**  
Credit Hours: 4  
Prerequisites: All program course work except NS 524.  
Pre/Co requisites: NS 530 & NS 532.  
This course concentrates on curriculum/program development for nursing education. 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.

**NS 524 PRACTICUM IN NURSING EDUCATION**  
Credit Hours: 4  
Prerequisites: All program course work is prerequisite  
Pre/Co requisites: NS 530, NS 532  
Working with a preceptor, 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.

**NS 543 ADVANCED HEALTH ASSESSMENT**  
Credit Hours: 3  
Prerequisites: Basic health assessment course or permission by program.  
This course advances theoretical knowledge and skills in history taking, risk appraisal, physical examination, and cultural, environmental, and functional assessment of individuals across selected portions of the life span. Students have the opportunity to interpret findings, think critically, and practice clinical decision making.

**NS 545 ADVANCED PHYSIOLOGY/PATHOPHYSIOLOGY**  
Credit Hours: 3  
Prerequisites: Admission to the MSN Program or permission.  
This course addresses alterations of selected physiologic systems and the associated pathophysiologic changes initiated at the cellular level for frequently encountered conditions found in individuals across the life span. Relevant theories and research findings are examined as a basis for explaining pathophysiologic changes. There will be an in-depth analysis of etiologies, risk factors, clinical manifestations, and complications.

**NURSE EXECUTIVE TRACK**

**NS 547 QUALITY AND SAFETY INITIATIVES**  
Credit Hours: 1  
Prerequisites: None, however NS 552 or NS 554 is recommended.  
Quality and safety initiatives including IOM competencies, National Patient Safety Goals (NPSG), Quality and Safety Education for Nursing (QSEN), and Total Quality Management/Continuous Quality Improvement (TQM/CQI) and Performance Improvement processes and methods will be discussed in relation to organizational issues and managerial responsibility and accountability required to improve patient outcomes and minimize health care costs.

**NS 550 ORGANIZATIONAL BEHAVIOR AND STRUCTURE**  
Credit Hours: 3  
Prerequisites: NS 500 & NS 506 or faculty permission.  
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 of motivation, leadership and change will be explored.

**NS 552 ROLE OF THE NURSE EXECUTIVE I**

Credit Hours: 3
Prerequisites: NS 550 or faculty permission.
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, leading change, chaos and crisis, risk-taking, decision-making, reflective practice, power, influence, emotional intelligence, motivation, shared governance, nursing delivery systems, productivity, and personal and professional responsibility and accountability will be discussed.

**NS 554 ROLE OF THE NURSE EXECUTIVE II**

Credit Hours: 3
Prerequisites: NS 550 & NS 552 or faculty permission.
This course will complete the two-course sequence and focus on the directing and controlling of human resource management (HRM) aspects of the management process. Under the umbrella of quantum and transformational leadership, topics to be covered include delegation, conflict resolution and negotiation, motivation, productivity, staffing, team-building, recruitment and retention strategies, employee selection, performance evaluation, compensation, staff development, coaching/mentoring, disciplinary action, cultural competence and diversity in the workplace, healthy work environments, and legal issues associated with human resource management.

**NS 558 ROLE OF THE NURSE EXECUTIVE III**

Credit Hours: 4
Prerequisites: All program course work is prerequisite, except 559.
Pre/Co requisites: NS 530, NS 532

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, cost-benefit analysis, productivity, quality and outcomes, marketing, and staffing and patient classification systems will be discussed from a financial perspective.

**NS 559 PRACTICUM: MANAGEMENT, IMPROVEMENT, AND EVALUATION IN HEALTH CARE ORGANIZATIONS**

Credit Hours: 4
Prerequisites: All program course work is prerequisite.
Pre/Co requisites: NS 530, NS 532
Each student will choose a health care setting (acute care, long term care, etc.) to work with a nurse executive 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.

**Physical Therapist Assistant**

**PT 100 INTRODUCTION TO PHYSICAL THERAPY & CLINICAL**

Credit Hours: 2
Prerequisites: Admission to the PTA Program.
Students learn about the history of the field of Physical Therapy, and the role of the PTA. Communication and human relations, including individual as well as cultural differences, are discussed as they relate to the health care field. The role and scope of PT/PTA, professional organization, educational and job opportunities, career decisions, confidentiality, licensure, terminology, documentation, basic research procedures, multi-disciplinary team approach, and current issues affecting the field are covered. Students observe physical therapy treatment in a
variety of clinical practice areas during the clinical section of the course.

**PT 105 FUNCTIONAL ANATOMY FOR THE PHYSICAL THERAPIST ASSISTANT**

Credit Hours: 3  
Prerequisites: Admission to the PTA Program  
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.

**PT 115 BASIC SKILLS IN PATIENT CARE WITH LAB**

Credit Hours: 2  
Prerequisites: Admission to the PTA program.  
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.

**PT 120 THERAPEUTIC EXERCISE I WITH LAB**

Credit Hours: 3  
Prerequisites: PT 100, PT 105, PT 115, SC 200, SC 116  
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.

**PT 130 THERAPEUTIC MODALITIES WITH LAB**

Credit Hours: 4  
Prerequisites: PT 100, PT 105, PT 115, SC 200, SC 116  
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.

**PT 180 CLINICAL EXPERIENCE I**

Credit Hours: 1  
Prerequisites: PT 120, PT 130  
This clinical course entails observation and application of physical therapy procedures under the direction and supervision of the Clinical Instructor. Knowledge and skills learned in general education and PTA program courses are applied in the clinical setting.

**PT 200 CLINICAL EXPERIENCE II**

Credit Hours: 4  
Prerequisites: PT 180, SC 206  
This course provides clinical observation, application and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Students apply knowledge from previous general education and PTA program courses.

**PT 210 ORTHOPEDIC ISSUES WITH LAB**

Credit Hours: 4  
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.  
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.

**PT 215 PEDIATRIC AND NEUROLOGICAL DISORDERS WITH LAB**

Credit Hours: 4  
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.  
Students learn about pediatric and neurologic dysfunction and interventions for patients across the life span. Concepts include: fundamentals of nervous system operation, motor development,
balance and righting reactions, components of sensory, movement and functional assessments, treatment plan progression, mobility training, and application of principles of therapeutic exercise to pediatric and neurologic patients.

**PT 220**  **THERAPEUTIC EXERCISE II WITH LAB**
Credit Hours: 3
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
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.

**PT 228**  **SPECIAL TOPICS IN PHYSICAL THERAPY WITH LAB**
Credit Hours: 3
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
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.

**PT 238**  **ISSUES IN HEALTH CARE ADMINISTRATION, BILLING & PROFESSIONAL COMMUNICATION**
Credit Hours: 2
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
This course explores topics concerning proper billing, reimbursement and documentation of physical therapy services, including payer sources, billing codes, time versus service based billing and reimbursement rules across settings. Discussion emphasizes the importance of documentation to the above issues. Patient confidentiality is revisited. The importance of written and verbal communication is stressed throughout this course.

**PT 240**  **CLINICAL EXPERIENCE III**
Credit Hours: 5
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
This course includes clinical observation, application, and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Knowledge from all coursework to date is applied in the clinical setting.

**PT 250**  **CLINICAL EXPERIENCE IV**
Credit Hours: 5
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
This course follows PT 240 and provides continued clinical application and practice of physical therapy procedures in a clinical setting different from PT 240. Knowledge from previous general education and PTA courses is applied under the direction and supervision of the Clinical Instructor.

**PT 260**  **MEDICAL ETHICS AND LAW**
Credit Hours: 1
Prerequisites: Satisfactory completion of all previous technical coursework, & HU 150.
This course includes classroom instruction and discussion in ethics and important issues affecting the physical therapy profession. Topics include: quality assurance, the multi-disciplinary team, professional liability, professional conduct, standards of practice and ethical conduct.

**PT 280**  **PTA SEMINAR**
Credit Hours: 1
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
This course covers topics used to help the entry-level PTA pass the national exam, gain employment, develop within the field of Physical Therapy, comprehend state practice acts and increase knowledge of licensing requirements.
Radiologic Technology

RA 107  RADIOLGY FUNDAMENTALS AND CLINICAL ASSESSMENT
Credit Hours: 3
Prerequisites: Admission to Radiologic Technology Program.
This course introduces the field of radiology and the basic skills required to perform duties in a patient care environment. Topics include patient care in the radiology department, vital signs, specific laboratory tests, infection control, sterile procedures, and contrast media. The student will also be required to complete a CPR class in conjunction with this course. Discussion of the historical background of the profession, current issues in imaging, ethical and legal issues associated with health care workers is included.

RA 115  RADIOGRAPHIC IMAGING I
Credit Hours: 3
Prerequisites: RA 107
This course introduces the basic radiographic qualities and factors necessary to produce diagnostic quality radiographs. The student will understand visual perception of a radiograph, prime factors affecting radiographic quality, and the influence of body habitus and pathology. The student will examine the construction, properties, and purpose of: filters, beam restrictors, film, film processing, intensifying screens, and grids.

RA 121  RADIOGRAPHIC PROCEDURES/POSITIONING I
Credit Hours: 2
Prerequisites: RA 107
This course discusses the positions and procedures performed by the radiographer. The course includes specific radiographic landmarks, anatomy, and other considerations for all procedures. Procedures include the chest and abdomen, upper extremities including the shoulder girdle, and the lower extremities including the pelvis.

RA 121L  RADIOGRAPHIC PROCEDURES/POSITIONING I LAB
Credit Hours: 2
Prerequisites: RA 107
This course demonstrates the practical application of positions and procedures learned in RA 121.

RA 122  RADIOGRAPHIC PROCEDURES/POSITIONING II
Credit Hours: 2
Prerequisites: RA 121
This course discusses the positions and procedures performed by the radiographer. The course includes specific radiographic landmarks, anatomy and other considerations for all procedures. Procedures include the bony thorax, gastrointestinal system and genitourinary system.

RA 122L  RADIOGRAPHIC PROCEDURES/POSITIONING II LAB
Credit Hours: 1
Prerequisites: RA 121/121L
This course demonstrates the practical application of positions and procedures learned in RA 122.

RA 140  RADIATION BIOLOGY & PROTECTION
Credit Hours: 2
This course discusses the theories of protecting all individuals from unnecessary radiation exposure as well as the harmful effects of radiation. Topics include the sources of radiation, production of scatter radiation, units of measuring radiation, ways of monitoring radiation, current NCRP guidelines, cell structure, cell sensitivity, and the harmful effects of radiation on the cell and individual.

RA 151  CLINICAL PRACTICUM I
Credit Hours: 2
Prerequisites: RA 107
Under direct supervision, students gain hands-on experience in the clinical setting. Students provide basic patient care and become oriented to the clinical environment.

RA 153  CLINICAL PRACTICUM II
Credit Hours: 3
Prerequisites: RA 151
Under direct supervision, students gain hands-on experience in the clinical setting. Students provide basic patient care and perform examinations learned in RA 121 and RA 121L and continue to enhance skills learned in RA 151.
RA 165  RADIOGRAPHIC IMAGING II  
Credit Hours: 3  
Prerequisites: RA 115  
This course builds on the information from RA 115. Discussion includes the radiographic properties of density, contrast, film sensitometry, recorded detail, and distortion. Technique charts, technique building, and AEC devices will also be included. Digital imaging, digital processing, and PACs will be described. An introduction to the imaging modalities may also be reviewed.

RA 210  RADIOGRAPHIC PATHOLOGY  
Credit Hours: 2  
Prerequisites: SC 206  
This course discusses the radiographer’s role in pathological determination. Review is made of all major body systems, common pathologies of each system, proper procedures for determining pathologies, and treatments of pathologies. Special attention is made to cancer development, diagnosis, and treatment.

RA 215  RADIOGRAPHIC IMAGING III  
Credit Hours: 3  
Prerequisites: RA 165  
This course expands on the topics covered in RA 165. Topics include physical principles of radiographic equipment, circuitry, x-ray tube, x-ray production, and fluoroscopy. Discussion also includes the principles and merits of a QA program as well as allowing the student to perform equipment testing and interpret the results.

RA 220  RADIOGRAPHIC PROCEDURES/POSITIONING III  
Credit Hours: 2  
Prerequisites: RA 122/122L  
This course discusses the positions and procedures performed by the radiographer. The course includes specific radiographic landmarks, anatomy, and other considerations for all procedures. Procedures include the lumbar spine, thoracic spine, cervical spine, sinus, skull, and facial bones.

RA 220L  RADIOGRAPHIC PROCEDURES/POSITIONING III LAB  
Credit Hours: 1  
Prerequisites: RA 122/122L  
This course demonstrates the practical application of positions and procedures learned in RA 220.

RA 222  RADIOGRAPHIC PROCEDURES/POSITIONING IV  
Credit Hours: 2  
Prerequisites: RA 220  
This course discusses the positions and procedures performed by the radiographer. The course includes specific radiographic landmarks, anatomy, and other considerations for all procedures. This course focuses on special procedures performed by the radiographer. Topics include myelograms, arthrograms, venograms, bronchoscopy, ERCP, surgical radiography, and limited angiography. A film critique section is also completed during this course.

RA 251  CLINICAL PRACTICUM III  
Credit Hours: 4  
Prerequisites: RA 153  
Under indirect supervision, students gain hands-on experience in the clinical setting. Students provide basic patient care and perform examinations learned in RA 220 and RA 220L and continue to enhance skills learned in RA 151 and RA 153.

RA 253  CLINICAL PRACTICUM IV  
Credit Hours: 4  
Prerequisites: RA 251  
Under direct supervision, students gain hands-on experience in the clinical setting. Students provide basic patient care and perform examinations learned in RA 222. Under direct and indirect supervision, students gain hands-on experience and continue to enhance skills learned in RA 151, 153, and 251.

RA 255  CLINICAL PRACTICUM V  
Credit Hours: 4  
Prerequisites: RA 253  
Under direct and indirect supervision, students gain hands-on experience and continue to enhance skills learned in RA 151, 153, 251 and 253.

RA 260  MEDICAL ETHICS AND LAW  
Credit Hours: 1
Prerequisites: Admission to Radiologic Technology Program or Instructor Permission.
This course addresses a broad range of topics related to professional ethics and law including application of ethical principles, theories and models related to incidence and prevention of medical mistakes and state and federal laws that affect medical imaging.

RA 262 APPLIED SECTIONAL ANATOMY AND IMAGING
Credit Hours: 1
Prerequisites: SC 200 Anatomy & Physiology.
This course introduces the student to an understanding of the relationships of 3-dimensional anatomy to basic normal findings in Radiology, CT, MRI, and Ultrasound. Radiology imaging related to the anatomical areas being covered during each week will be highlighted in class, but requiring student-directed and/or team-directed self study. Working in small groups will promote team approach to learning and development of problem solving skills to assist each other in acquiring the knowledge base necessary for application. This course will prepare the student for the application of anatomy to the clinical sciences and application of radiologic imaging toward diagnosis of clinical disorders, complimenting Radiographic Pathology course.

RA 270 RADIOGRAPHIC SEMINAR
Credit Hours: 3
Prerequisites: Completion of Radiography Professional Coursework.
This course prepares the student to sit for the ARRT board exam in radiography and join the workforce. Topics include a thorough review of all radiographic professional coursework, exam administration, and exam procedures. The student will complete practice board exams and monthly developmental testing. The reflective practitioner model is developed with direct applications to the experience of the RT in the workforce.

RA 280 PRINCIPLES OF COMPUTED TOMOGRAPHY (CT)
Credit Hours: 2
Prerequisites: Instructor permission.
This course presents the information necessary to the practice of Computed Tomography. The course will include information on patient education, patient positioning, patient assessment, radiation protection, contrast, positioning, imaging protocols, CT physics, instrumentation, and quality control. Cross-sectional anatomy and pathology will be briefly covered. It is recommended that the student complete a cross-sectional anatomy course. The clinical component of the education is the responsibility of the student.

RA 420 SPECIAL TOPICS II: MAMMOGRAPHY
Credit Hours: 2
Prerequisites: Instructor permission.
This course presents the information necessary to the practice of mammography. The course, based on the guidelines of the MQSA and ARRT, will fulfill the didactic component of mammography education. The course will include breast anatomy, physiology, and pathology; mammographic equipment and quality assurance; mammographic technique and image evaluation; patient education; mammographic positioning; and interventional procedures. The clinical component of the education is the responsibility of the student.

RA 430 SPECIAL TOPICS III: MRI
Credit Hours: 2
Prerequisites: Instructor permission.
This course presents the information necessary to the practice of Magnetic Resonance Imaging. The course will include information on patient care and assessment, MRI safety, physical principles, data acquisition, instrumentation, MRI contrast, artifacts, and quality control. Cross-sectional anatomy and pathology will be briefly covered. It is recommended that the student complete a cross-sectional anatomy course. The clinical component of the education is the responsibility of the student.

RA 440 SPECIAL TOPICS IV: CVIT
Credit Hours: 2
Prerequisites: Instructor permission.
This course presents the information necessary to the practice of Cardiovascular and Interventional Technology. The course will include information on patient care, equipment and instrumentation, contrast agents, medications, emergency care, and procedures. The clinical component of the education is the responsibility of the student.
RA 499  INDEPENDENT STUDY
CLINICAL
Credit Hours:  1-3
Prerequisites: Instructor permission.
This course offers the student a clinical externship for the RA 420, RA 430, and RA 440 courses. The course will allow the student to apply material learned in the Special Topics courses. Specific objectives, goals, clinical competencies, and clinical schedules will be developed with the student prior to the start of the externship.

Respiratory Care

RC 125  CLINICAL ASSESSMENT & PROCEDURES
Credit Hours:  1
Prerequisites: Acceptance into the Respiratory Care Program
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.

RC 200  INTRODUCTION TO RESPIRATORY CARE
CLINICAL PRACTICE I
Credit Hours:  4
Prerequisites: All year-one courses
Corequisites:  RC 210
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.

RC 210  CARDIOPULMONARY PHYSIOLOGY
Credit Hours:  3
Prerequisites: All year-one courses
Corequisites:  RC 200
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.

RC 220  RESPIRATORY CARE
CLINICAL PRACTICE II
Credit Hours:  6
Prerequisites: RC 200, RC 210
Corequisites:  RC 240, RC 260
This course is a continuation of RC 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.

RC 240  PRINCIPLES OF RESPIRATORY CARE
Credit Hours:  4
Prerequisites:  RC 200, RC 210
Corequisites:  RC 220, RC 240
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.

RC 260  MECHANICAL VENTILATION
I
Credit Hours:  3
Prerequisites: RC 200, RC 210
Corequisites:  RC 220, RC 240
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.
RC 280  RESPIRATORY CARE TRANSITION – ASSOCIATE DEGREE LEVEL
Credit Hours:  1-3
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.

RC 300  RESPIRATORY CARE CLINICAL PRACTICE III
Credit Hours:  6
Prerequisites: RC 220, RC 240, RC 260, SC 260, RC 350
Corequisites: RC 310, RC 330, RC 340, RC 360
This course is a continuation of RC 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.

RC 310  MECHANICAL VENTILATION II
Credit Hours:  4
Prerequisites: RC 220, RC 240, SC 260, RC 260, RC 350
Corequisites: RC 300, RC 330, RC 340, RC 360
This course is a continuation of RC 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.

RC 330  CARDIOPULMONARY DIAGNOSTICS & MONITORING
Credit Hours:  3
Prerequisites: SC 260, RC 220, RC 240, RC 260, and RC 350
Corequisites: RC 300, RC 310, RC 340, RC 360
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.

RC 340  NEONATAL & PEDIATRIC RESPIRATORY CARE
Credit Hours:  2
Prerequisites: SC 260, RC 220, RC 240, RC 260, RC 350
Corequisites: RC 300, RC 310, RC 330, RC 360
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.

RC 350  PULMONARY REHABILITATION & HOME CARE
Credit Hours:  1
Prerequisites: RC 200, RC 210
Corequisites: RC 220, RC 240
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.

RC 360  ISSUES & TRENDS IN RESPIRATORY CARE
Credit Hours:  1
Prerequisites: SC 260, RC 220, RC 240, RC 260, RC 350
Corequisites: RC 300, RC 310, RC 330, RC 340
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.

RC 380  RESPIRATORY CARE TRANSITION –BACHELOR DEGREE LEVEL
Credit Hours:  1-3
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.

**RC 382 SPECIAL TOPIC I**
Credit Hours: 1-6
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.

**RC 399 INDEPENDENT STUDY IN RESPIRATORY CARE**
Credit Hours: 1-3
Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of Program Director.
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.

**RC 400 CLINICAL SPECIALTIES**
Credit Hours: 2 – 6
Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of the Director of Clinical Education. Advanced respiratory care practitioner skills are practiced in an individually designed clinical preceptorship experience.

**RC 470 RESPIRATORY CARE RESEARCH**
Credit Hours: 3
Prerequisites: Completion of all year two professional courses, or Associate Degree, and SS360, and SS450; or permission of instructor
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.

## Medical Assisting

**MA 100 MEDICAL TERMINOLOGY (20 HRS)**
Prerequisites: Enrollment in MA program
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.

**MA 110 STRUCTURE AND FUNCTION OF THE HUMAN BODY (80 HRS)**
Prerequisites: Enrollment in MA program
Transfer credit accepted: 5 cr College Human Anatomy/Physiology
This course introduces basic anatomical structure and physiological principles of the human body. This course focuses on enabling students to learn and understand the anatomy (structure) and physiology (function) of the integumentary, nervous, skeletal, and muscular systems.

**MA 120 FUNDAMENTALS OF MEDICAL ASSISTING I (30 HRS)**
Prerequisites: Enrollment in MA program
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, sanitization, and sterilization. Patient assessment, proper documentation, and the taking and recording of vital signs and patient histories will be emphasized.
MA 155  APPLIED MATH CONCEPTS  
(20 HRS)  
Prerequisites: All Term I courses  
Transfer credit accepted: 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.

MA 160  WRITTEN COMMUNICATION  
(30 HRS)  
Prerequisites: Enrollment in MA program  
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.

MA 175  PRINCIPLES OF LIFE-SPAN DEVELOPMENT  
(20 HRS)  
Prerequisites: Enrollment in MA program  
Transfer credit accepted: 3 cr Lifespan Psychology  
This course introduces concepts related to the ongoing developmental process of the human life span including physical, psychosocial, cognitive, and personality development.

MA 205  HUMAN DISEASES & DISORDERS  
(60 HRS)  
Prerequisites: Enrollment in MA program  
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. Patient teaching skills will also be practiced and performed during this course.

MA 225  FUNDAMENTALS OF MEDICAL ASSISTING II: CLINICAL SKILLS /PROCEDURES  
(40 HRS)  
Prerequisites: All Term I courses  
No transfer credit accepted  
This course is a continuation of MA 130. 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.

MA 230  ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT I  
(40 HRS)  
Prerequisites: Enrollment in MA program  
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.

MA 250  ESSENTIALS OF PHARMACOLOGY I  
(30 HRS)  
Prerequisites: All Term I courses  
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.

MA 263  PERSONAL INTERACTIVE SKILLS FOR THE MEDICAL OFFICE PROFESSIONAL
MA 328  FUNDAMENTALS OF MEDICAL ASSISTING III

(40 HRS)
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of MA 120 and MA 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.

MA 335  ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT II

(30 HRS)
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of MA 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.

MA 340  MEDICAL LABORATORY TECHNIQUES FOR THE MEDICAL OFFICE

(60 HRS)
Prerequisites: Enrollment in MA program
All Term I and Term II courses
No transfer credit accepted.
This course introduces students to medical 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.

MA 353  ESSENTIALS OF PHARMACOLOGY II

(30 HRS)
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of MA 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.

MA 365  APPLIED ETHICS AND LAW FOR THE MEDICAL ASSISTANT

(20 HRS)
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
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.

MA 370  INSURANCE & CODING FOR THE MEDICAL ASSISTANT

(20 HRS)
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
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.

**MA 400  CLINICAL EXTERNSHIP**  
**(320 HRS)**  
Prerequisites: All Term I, Term II, and Term III courses  
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.

**MA 420  CRITICAL REFLECTION ON EXTERNSHIP**  
**(10 HRS)**  
Prerequisites: All Term I, Term II, and Term III courses  
No transfer credit accepted.  
This course will be a hybrid of on-line activities using ANGEL and in-class meetings. The learning experiences of individual students will be shared with the other students and students will reflect on these experiences from the perspective of both themselves and their patients.

**Surgical Technology**

**ST 101  INTRODUCTION TO SURGICAL TECHNOLOGY W/ LAB**  
Credit Hours: 2  
Prerequisites: Enrollment in ST Program.  
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).

**ST 102  AP INTRODUCTION TO SURGICAL TECHNOLOGY**  
Credit Hours: 2  
Prerequisites: Enrollment in ST Program.  
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).

**ST 120  SURGICAL TECHNOLOGY I W/ LAB**  
Credit Hours: 6  
Prerequisites: ST 101, ST 102, SC 225  
This course introduces the student to the practice of surgical technology. 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, skin preparation and draping of surgical patient is 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 course material. Student 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. Student must successfully complete performance competency in this course.

**ST 200 PHARMACOLOGY FOR THE SURGICAL TECHNOLOGIST**

Credit Hours: 2
Prerequisites: Math Concepts- competency, ST 120

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.

**ST 205 MICROBIOLOGY FOR THE SURGICAL TECHNOLOGIST**

Credit Hours: 2

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.

**ST 210 SURGICAL TECHNOLOGY II/ W LAB**

Credit Hours: 4
Prerequisites: ST 120

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. 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.

**ST 220 SURGICAL TECHNOLOGY III**

Credit Hours: 2
Prerequisites: ST 210

This course will include intraoperative considerations for surgical interventions on specialty patient populations and advanced surgical procedures. Students will participate in individual and group presentations to enhance learning in this course. Specialty instrumentation, equipment and supplies needed for specialty populations will be reviewed. The course will also emphasize the elements of professional development including professional organizations, leadership, teamwork, certification and continuing education. Students will discuss the role of the AST and its impact upon careers in surgical technology. Students will complete the Program Assessment Exam (PAE) during this course.

**ST 250 CLINICAL I**

Credit Hours: 6
Prerequisites: ST 210, ST 200
Co requisite: ST 265

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.

**ST 260 MEDICAL ETHICS AND LAW**

Credit Hours: 1

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.

**ST 265  CORRELATED PATIENT STUDY I**

Credit Hours: 1  
Co-requisite: ST 220, ST 250  
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.

**ST 268  CORRELATED PATIENT STUDY II**

Credit Hours: 1  
Co-requisite: ST 270  
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.

**ST 270  CLINICAL II**

Credit Hours: 6  
Prerequisites: ST 250  
Co-requisite: ST 268  

The surgical technology student will continue to build on the concepts gained in ST 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.

**ST 280  ST SEMINAR**

Credit Hours: 2  
Prerequisites: must be taken in the final semester of the ST Program  
This course is designed to give specialized instruction in various areas of surgical technology. Employability skills will be reviewed and applied. 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 30 days of graduation date. Successful completion of exam and proof of graduation allows graduate to use credential Certified Surgical Technologist (CST).