General Catalog

2012-2013

Nebraska Methodist College of Nursing and Allied Health
Omaha, Nebraska

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

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

Officers of Administration

Dennis Joslin, PhD, RN
President

Deborah Carlson, PhD
Vice President of Organizational Development

Danielle Dubuc-Pedersen, PhD
Vice President for Business Development & Communications

Kristine Hess, PhD
Vice President for Student Affairs

Paul Savory, PhD
Vice President for Academic Affairs
Dean of the College

Catalog Details
The programs and requirements contained in this catalog are effective August 6, 2012 and are subject to change at the discretion of the College. Any changes may also be applied to currently matriculated students. Updates, notifications, and changes are available at the College website, www.methodistcollege.edu.

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

Deans

Melissa Hoffman, PhD
Dean of Students

Linda Hughes, PhD, RN
Dean, Nursing

Mary Lee Lusby, PhD
Dean, Arts & Sciences

Patricia Sullivan, PhD
Dean, Health Professions

Academic Program Directors

Marjorie Di Lorenzo, MT(ASCP)SH
Phlebotomy Technician Program Coordinator

Linda Foley, PhD, RN
Director, Graduate Nursing

Marcia Franklin, MSN, RN
Director, Medical Assistant

Christy Grant, AAS, CST
Director, Surgical Technology

Candance Hoaby, MHA, BSN, RN
Executive Director, Professional Development

John Jarosz, MS, RRT
Director, Respiratory Care

Karen Johnson, PhD, RN
Director, Undergraduate Nursing

Rebecca Mathiasen, BS
Director, Sonography

Jane Sims, M.S.Ed., R.T.(R)(M)
Director, Radiography

Shannon Struby, PTA, MA
Director, Physical Therapist Assistant

Susan Ward, PhD, RN
Director of Special Programs, Nursing
Staff Directors

Denise Carlson, MS  
Director, Alumni Relations

Beth Friedman, MS  
Director, Business Operations

Sara Hanson, BS  
Director, Enrollment Services

Penny James, MA  
Director, Financial Aid Office

Rev. Daniel Johnston, MDiv  
Director, Spiritual Development and Health Ministry

Kristin Mattson, PhD  
Director, Center for Health Partnerships

Ryan Portwood, JD  
Director, Education Compliance

Beverly Sedlacek, MA  
Director, John Moritz Library

Matt Stockfeld  
Director, Educational Technology

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

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President, CEO/Bass & Associates, Inc. a HunTel Company  
Omaha, Nebraska

Tate Fitzgerald  
American National Bank  
Omaha, Nebraska

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

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

Alan Gard  
Coventry Health Care  
Omaha, Nebraska

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Retired President & CEO, Farmers National Bank  
Omaha, Nebraska

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Valley, Nebraska

Carolyn Harper  
Omaha, Nebraska

Nick Henderson  
President, First Nebraska Title  
Omaha, Nebraska

Bob Herrera  
Manager, Information Services  
Mutual of Omaha  
Omaha, Nebraska

Julie Knutson, Legal Counsel  
Baird Holm  
Attorney at Law  
Omaha, Nebraska

Janice Kuhn, PhD, APRN  
Director of Counseling & Psychiatry  
Psychiatric Associates of Lincoln  
Lincoln, Nebraska

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

Linda Lovgren  
President, Lovgren Advertising  
Omaha, Nebraska

Blane McCann  
Superintendent  
Westside Community Schools  
Omaha, Nebraska

Tony Piskac, MD  
Vice President, Performance Improvement  
Methodist Health System  
Omaha, Nebraska

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

Bishop Ann B. Sherer-Simpson  
United Methodist Church Nebraska Conference  
Lincoln, Nebraska

Adam Yale  
Red Cedar Capital, LLC  
Omaha, Nebraska

Each of the above board members brings a unique background of professional, community, and personal experience to help direct and advise Nebraska Methodist College.
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 into its second century of operations, the mission is much the same, but how and what was 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. The early 1980s saw a dramatic nationwide decrease in the number of hospital-affiliated diploma schools and the rise of four-year baccalaureate programs. The health care provider of the past did not have a broad background in the behavioral sciences, liberal arts, social sciences and other humanities which help a caregiver to understand the behavior of people in need. In June 1985, the Board of Trustees approved changing the existing School of Nursing to a degree granting institution with the authority to develop degree programs in the allied health professions. The long-popular three-year Nursing diploma program was eliminated, and the first baccalaureate degrees were awarded in the spring of 1989. The school’s 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 important allied health programs. The addition of allied health students to the campus facilitated the diversification of the student body and also 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.

In September 2005, the new Josie Harper Campus of Nebraska Methodist College was opened, marking a major milestone in the history and development of Nebraska Methodist College. 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 classrooms, laboratories, common areas, bookstore, library, computer lab, student health center, fitness center, and student center. Opened in August 2007, students were able to enjoy the convenience of on-campus living at Josie’s Village.
Objectives
Nebraska Methodist College seeks:

- **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 (e.g., cultural, educational, age/stage variability, geographical) in our faculty, staff and in the learner population.

- **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, professional development opportunities, continuing education, and community outreach efforts, Nebraska Methodist College is committed 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. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery and sexual coercion. It is essential that any complaints or inquiries related to discrimination be reported immediately to the Title IX Coordinator (Education Compliance Director), located in Riley-Leinart Center 2023, so an investigation and corrective action can be taken. The Title IX Coordinator may be contacted at 402.354.7848 or at ryan.portwood@methodistcollege.edu. Any student or employee who engages in discrimination in violation of this policy is subject to disciplinary action.

Graduation Rates
In compliance with the Higher Education Act of 1965, as amended, Nebraska Methodist College is pleased to report a 4-year graduation rate for bachelor’s degree programs of 79% in 2011-2012.

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 is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE) 1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

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 for Respiratory Care (CoARC). Inquiries regarding accreditation may be directed to: CoARC, 1248 Harwood Road, Bedford, TX 76021-4244. Ph: (817) 283-2835.

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 Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Inquiries regarding accreditation may be directed to: JRCERT, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182. Phone: (312) 704-5300. Fax: (312) 704-5304. www.jrcert.org.

Certificates and Degrees Offered
Nebraska Methodist College grants the following certificates and degrees:

Certificate
- Medical Assistant
- Medication Aide
- Nurse Aide
- Phlebotomy

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

Bachelor of Science Degree
- Health Promotion
- Health Studies
  - Diagnostic Medical Sonography emphasis
  - Physical Therapist Assistant emphasis
  - Radiologic Technology emphasis
  - Respiratory Care emphasis
  - Surgical Technology emphasis
- Healthcare Administration: Applied Clinical Operations

Bachelor of Science in Nursing Degree
- Nursing

Master of Science Degree
- Health Promotion Management
- Medical Group Administration

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

Post-Master’s Certificate
- Nurse Educator
- Nurse Executive
Alumni Association
The Alumni Association is comprised of graduates and honorary alumni from the Nebraska Methodist College and the former Methodist Hospital School of Nursing. 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 consisting of an educational offering, 50-year alumni honor breakfast, silent auction, and a Reunion Dinner. Social activities are planned throughout the year including the annual golf tournament, a family-oriented Pumpkin Patch event and a 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. Each year, two $5000 Spirit of Caring Alumni Scholarships are awarded. Selected alumni provide mentoring and relocation assistance to seniors and graduates. Alumni also take an active role in College activities, frequently serving on advisory boards, class evaluation panels, and as advisors to student organizations.

The success and contributions of alumni 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.

Professional Development
Nebraska Methodist College has an extensive catalog of programs for professional development and continuing education, offering an impressive array of topics in the medical, nursing, and allied health fields. We offer opportunities to health care professionals so that they can continue to develop professionally as well as fulfill their continuing education requirements. In addition, we have online offerings that can be completed for continuing education credits at any time, from any location. 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 events, visit Professional Development at http://www.methodistcollege.edu/professional-development.

Basic and Advanced Life Support Courses

**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 the hospital settings. NMC offers both initial and renewal training.

**Basic 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.
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 these courses.

Pediatric Advanced Life Support (PALS) for the Health Care Provider: The Pediatric Advanced Life Support course provides the learner with the information needed to recognize infants and children at risk for cardiopulmonary arrest, the information and strategies needed to prevent cardiopulmonary arrest in infants and children, and 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.

Concerns and Complaints
Students and faculty at Nebraska Methodist College have internal mechanisms at their disposal through which they can pursue dialogue with the College about concerns or complaints. External constituents with concerns or complaints against the College should call (402) 354-7000. The receptionist will direct the concerned party to the appropriate administrator. The administrator taking responsibility for the concern will record the nature of the concern and also record any actions taken by the College to address the concern. All concerns reported to an administrator of the College are kept on file in the office of the Dean of Students for 10 years.
General Admission Information

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

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

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

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

Undergraduate Degree Application Processes

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

Applicants are evaluated on the basis of the following criteria:

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

Application Process
To be considered for admission to an undergraduate degree program, an applicant must provide and complete all of the following items:
• NMC application.
• $25 non-refundable application fee.
• Written statement.
• An official high school transcript.
• If appropriate, official GED test scores.
• ACT/SAT exam scores required for all applicants within two years of high school graduation.
• Official transcripts from all colleges attended.
• Program/Career Awareness Questionnaire

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

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

Certificate Admission Processes

Medical Assistant or Phlebotomy Career Certificate
Admission Criteria
• A minimum cumulative GPA of 2.0 is preferred. Students with higher cumulative GPA’s will be more competitive.
• High school diploma or equivalent.
• Demonstration of success in science and math courses (from either high school or college).
• Demonstration of good physical health.
• Demonstrate good written and verbal communication skills.
  Note: A medical terminology course is recommended, but not required.

Application Process
To be considered for admission to a certificate program, an applicant must provide and complete all of the following items:
• NMC application.
• $25 non-refundable application fee.
• Written statement.
• Official high school diploma or GED equivalent.
• Official college transcripts from all colleges attended.
• Program/Career Awareness Questionnaire.

**Nurse Aide/Medication Aide Certificate**
Registrations 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.

**Nurse Aide Registration Criteria**
Eligible students must:
• Be at least sixteen (16) years of age.
• Be able to read, write, speak and understand English.
• Be in good physical health with the ability to lift 50 lbs.

**Medication Aide Registration Criteria**
Eligible students must:
• Be at least eighteen (18) years of age.
• Be able to read, write, and understand English.
• Be competent in basic mathematical skills.
• Be currently active on the Nebraska Nurse Aide registry. Proof of current placement is required prior to registration.
• Proof of current certification in American Heart Association Basic Life Support for the Healthcare Provider.
• Demonstrate good physical health with the ability to lift 50 lbs. (A physician’s release may be required in certain situations.)

**LPN Advanced Placement and RN to BSN Admission Processes**
Applicants are evaluated based on Undergraduate Admission Criteria and follow the admissions process and the following:

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

**Registered Nurse (RN)**
• Proof of unencumbered RN licensure.
• Graduation from an associate degree or diploma RN state approved program of nursing or a program professionally accredited by NLNAC or CCNE.
• Resume.

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

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

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

TOEFL® Score Requirements – Scores are only valid from two years of the test date:

- TOEFL iBT – minimum of 80 total score and 26 in speaking
- TOEFL PBT – minimum of 550 total score and a score of 5.0 on the TWE® (Test of Written English)

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

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

TOEFL® Score Requirements – Scores are only valid from two years of the test date:

- TOEFL iBT – minimum of 100 total score and 26 in speaking
- TOEFL PBT – minimum of 600 total score and a score of 5.0 on the TWE® (Test of Written English)

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

Note: The TOEFL CBT is no longer offered.

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

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

Students may be eligible for advanced placement depending upon the outcome of the evaluation.
**Additional International Student Responsibilities** (Not Criteria for Admission):
Student must assume responsibility for arrangements, through official channels, for entrance into the United States and provide proof of personal insurance coverage under a health and accident insurance policy.

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

**Evaluation of Educational Credentials**
A general report is acceptable for proof of education equivalent to a U.S. high school diploma. Comprehensive course-by-course official evaluation of educational credentials required for postsecondary courses. Evaluation of credentials may be obtained from the Educational Credential Evaluators, Inc. at [www.ece.org](http://www.ece.org), World Education Services (WES) at [www.wes.org](http://www.wes.org) or International Education Research Foundation at [www.ierf.org](http://www.ierf.org).

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

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

Note: The TOEFL CBT is no longer offered.

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

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

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

**Master of Science in Nursing**

**Admission Criteria**

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

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

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

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

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

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

Other Admission-Related Information

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

Background Investigation and Drug Screening
Clinical facilities require that Nebraska Methodist College perform drug screening and background investigation on all students before they are allowed to participate in clinical experiences. Therefore, students will be required to have a background investigation 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 investigation performed and submit to drug screening based on the policies of clinical practice sites used in their communities.

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.

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

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

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. NMC students are protected by FERPA upon matriculation.

Immunizations
All students must show proof of required immunizations and complete a pre-entrance health assessment. Please refer to student health requirements on the College website or in the student health section of the Catalog.
Non-Degree Seeking Admission and Enrollment
Students may enroll at Nebraska Methodist College for purposes of personal enrichment, professional growth or transfer to another institution. Students are required to complete the Non-Degree Application and submit appropriate application and enrollment fees. Non-degree seeking students may enroll in a course on a space-available basis. Permission of the administrator directly responsible for the course is required. The registration process and payment of fees are completed prior to enrollment in a course as a non-degree seeking student. Non-degree seeking students are not eligible for financial aid. A student wishing to transfer to degree-seeking status must submit a formal application to the College. An application to a degree program may be submitted at any time, but must meet application deadlines. Up to nine (9) semester credits earned as a non-degree seeking student may be applied toward a degree. The Admissions Office can provide details regarding moving to degree-seeking status.

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

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

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

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

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

Retention of Records
In compliance with federal regulations the following retention of records is required.
- One year for received application materials.
- Three years for students who apply for admission and do not matriculate.
Request to Waive Admission Application Fee
The College will waive the $25 admission application fee for individuals who are supported by or participating in an agency or program that seeks to guide first-generation, prospective students to post-secondary education. An applicant must provide written requests from the agency/program to validate their eligibility and participation for support and services.

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

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

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

The Registrar is responsible for interpreting and implementing the transfer of credit policy.

1. The Registrar reviews official transcripts of the student from accredited educational institutions. In consultation with the Division of Arts & Sciences, the Registrar authorizes transferability of arts and sciences courses. The Program Director is responsible for the determination of the transferability of professional/technical and graduate courses.
2. Courses older than five years will be evaluated on a case-by-case basis for transferability. To maximize the chance of student success in any program, the College recommends that a student retake any course older than five years regardless of whether or not the course is transferable.
3. Syllabi for nursing courses taken previously will be evaluated for transfer of credit if taken within three years of the time of application. Nursing courses between three and five years old will be considered but will not necessarily be awarded credit. Nursing courses five years and older will not be awarded transfer credit. [Note: This does not apply to LPN, MSN or RN advanced-standing applicants.]
4. Courses considered for transfer are reviewed to assure that they are comparable to 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 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 the College’s summary 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.

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

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

**Validation Methods**

**Placement Testing**: Nebraska Methodist College accepts the veracity of the following placement tests, provided the student achieves the minimum required score.

1. Advanced Placement Examination Program (AP). Credit will be given for a score of 3 or above.
2. College Level Examination Program (CLEP). Credit will be given for a score of 50 or above.
3. Excelsior College Examinations. Credit will be given for a grade of C or better.
4. DANTES Subject Standardized Tests (DSST). Credit will be given according to the recommendations given by the American Council on Education (ACE).

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

**Course Challenge**: Students can demonstrate that they possess the necessary competence to be awarded credit for a particular course by successfully completing a comprehensive examination for the challenged course. The course challenge must be completed prior to the start of the semester. In the event that the challenge is not successful, the student will then have the opportunity to enroll in the course. The student is required to present to the appropriate Program Director a rationale (e.g., related on-the-job learning, certification training) for why a course challenge is plausible. The following courses are not challengeable: Professional/Technical courses at
the 200- level for associate degree students; Professional/Technical courses at the 400- level for baccalaureate students; COM252, COM352, HUM152, and SSC465 in the Division of Arts & Sciences. The Program Director makes a determination as to the legitimacy of the request in consultation with appropriate faculty. If valid, the appropriate faculty will create a comprehensive examination designed to assess the student’s knowledge of the subject matter in the challenged class. The fee for a course challenge is 25% of the current tuition rate.

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

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

1. A prospective student who anticipates using the Validation of Prior Learning policy will discuss this possibility early in the admissions process. The student will first request the course syllabi/course outcomes from the advisor of the program to determine if validation is possible.
2. The student should next request permission for the validation from the director of the program. The director will determine the number of credits available for validation.
3. If given permission to pursue validation, the student will be enrolled in an online Validation of Prior Learning course.
4. The student will be registered for the number of credits they wish to attempt to validate and will be charged 25% of the regular undergraduate/graduate tuition rate. Payment of fees related to the validation process does not guarantee the validation of credit. Students should check with their employers to see if the validation charges will be covered by the tuition remission program.
5. In the Validation of Prior Learning course, the student will be offered resources on how to pursue validation. A faculty member from the student’s program will be available for periodic consultation throughout the validation course. The validation is neither a biographical sketch, nor a research paper, nor a collection of documents. The accumulation of continuing education units or participation in conferences and training seminars alone will not qualify for validation. In accord with the Higher Learning Commission’s *Assessment of Prior Learning Principles*, credit is offered for the demonstration of learning, not the identification of learning experiences. The validation is an opportunity to demonstrate mastery of current college-level work (not outdated information) and the application of that knowledge to lived experiences. To accomplish this requirement, students must clearly articulate how each course outcome is met and may expect to write 6 pages for every credit hour for validation.
6. In addition to the essay, documentation must be provided to verify learning experiences. Evidence may include but is not limited to the following:
   a. Previous academic coursework
   b. Published articles, research, evidence-based practice
   c. Special accomplishments (musical, artistic, audio-visual)
   d. Membership in professional organizations, leadership roles within organizations
   e. Professional conferences/ seminars/ awards
   f. Certifications
   g. Community service with a letter of support
   h. Letters of verification that speak to the mastery of outcomes (*not a letter of reference*)
   i. Thesis, dissertation
   j. Continuing education
   k. Other scholarly/academic evidence
7. The course validation is first submitted 10 weeks prior to when the course is offered. The faculty member assigned to the student should conduct an initial evaluation of the course validation and direct the student to areas that need more explanation before the final submission which is due five weeks prior to when the course begins.

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

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

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

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 online through your MyMethodist account. Log in to your account, and click on the Business Office tab.

Your bill includes costs for tuition, student housing, testing fees and other mandatory fees. Students not satisfying financial requirements will be ineligible to attend classes.

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

Tuition, Fees, Deposits and Refunds
The actual fees for subsequent academic years will be available from the Business Office after April 1 of the given year.

Tuition
Undergraduate Programs Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Online</th>
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<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$495</td>
<td>$561</td>
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<tr>
<td>Fees per credit hour</td>
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<td></td>
</tr>
<tr>
<td>Total per credit hour</td>
<td>$515</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>50 percent of tuition rate</td>
<td>50 percent of tuition rate</td>
</tr>
<tr>
<td>Credit for Prior Learning</td>
<td>25 percent of tuition rate</td>
<td></td>
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</tbody>
</table>

Accelerated Nursing Program (ACE)

<table>
<thead>
<tr>
<th></th>
<th>Tuition/Fees per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$443</td>
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</tbody>
</table>
Graduate Programs Tuition and Fees
Tuition per credit hour $639
Fees per credit hour $25
Total per credit hour $664
Credit for Prior Learning 25 percent of tuition rate

Post-Master’s Certificate Programs
Tuition/Fees per credit hour $664
Credit for Prior Learning 25 percent of tuition rate

Certificate Programs
Medical Assistant
Tuition, fees, books, scrubs, CMA practice exam, $12,700
and CMA certification exam

Other Fees and Deposits
Application Fee (all programs) $25
Enrollment Fee $60
Graduate Student Fee (per credit hour) $25
Undergraduate and Certificate Student Fees (per credit hour) $20
Student Activity Fee (per semester, allocated to Student Government)
Photo ID Card $15
Replacement ID Card $10
Drug Screening (undergraduate program) $30
Background Investigation (undergraduate program) $60
Laboratory Fee for .5 credit labs (SCI 103, SCI 110, SCI 280) $20
Laboratory Fee for 1 credit labs (SCI 200, SCI 225, SCI 226) $30
Student Health Fee:
(undergraduate programs, fall or spring semester) $50
(undergraduate programs, summer semester) $25
(certificate programs, per quarter) $25
Student Health Insurance (fall semester) $431
Student Health Insurance (spring and summer semesters) $646

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

Fees Associated with Specific Programs

Nursing
Uniforms/Supplies (estimated cost) $400
Testing Fee $100/term
ACE Testing Fee $165/term

Medical Assistant
Watch/Stethoscope (estimated cost of supplies not included in package price) $150
Physical Therapist Assistant
- Clinic Dress Code (polo shirts) $60
- Mock National PTA Certification Exam $40

Radiologic Technology
- Uniforms/Supplies (estimated cost) $150
- Nebraska Society of Radiologic Technologist (N.S.R.T.) Professional 2-Year Student Membership $30
- Radiation Dosimetry Laboratory Fee (Total) $50
- American Registry of Radiologic Technologists (A.R.R.T.) Certification Fee $200

Respiratory Care
- Respiratory Care Outcome Exams $225
- Uniforms/Supplies (estimated cost) $200

Sonography
- Uniforms $150
- Supplies $50
- ARDMS SPI Examination $200

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

Fees for Short Career Courses

Medication Aide Career Certificate Program
- Course tuition (includes textbook, handouts and competency assessment) $300

The State Medication Aide examination is administered outside the scope of this course. Students will incur additional fees for the State of Nebraska Medication Aide Registry and the Written Exam.

Nurse Aide Career Certificate Program
- Course tuition (includes textbook and State Registry exam fee) $585

Phlebotomy Career Certificate Program
- Course tuition (includes ID badge and services of NMC) $875
- Textbook required for course $55
- Closed-toed shoes required (not nurses’ shoes)
In addition, 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 (2012-2013)**

Josie’s Village

**2012/2013 RATES (Rates begin August 2012)**
Includes utilities, cable and wireless internet service. Rates are per person:

**PACKAGE A – FULL ACADEMIC YEAR (FALL, SPRING & SUMMER SEMESTER) – 12 Months**
**Financial aid does not cover the charges for summer housing unless the student is given an award letter specific for summer enrollment.**
Single Apartment (1 bedroom) $8,388 ($3,495 fall semester, $3,495 spring semester, $1,398 summer semester)
Single Apartment (2 bedroom) $10,260 ($4,275 fall semester, $4,275 spring semester, $1,710 summer semester)
Double Apartment $7,032 ($2,930 fall semester, $2,930 spring semester, $1,172 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) $7,590 ($3,795 fall semester, $3,795 spring semester)
Single Apartment (2 bedroom) $8,850 ($4,425 fall semester, $4,425 spring semester)
Double Apartment $6,460 ($3,230 fall semester, $3,230 spring semester)

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

**Refunds**

**Tuition Refunds**

**Procedure to Withdraw**

• Students dropping some or all of their courses at Nebraska Methodist College may be eligible to receive a refund of tuition and fees based on the schedule found at [http://www.methodistcollege.edu/admissions/tuition-and-fees/tuition-refund-policy](http://www.methodistcollege.edu/admissions/tuition-and-fees/tuition-refund-policy).
• To obtain a refund, students must complete a Drop/Add Form, available from the Registrar’s Office.
• **A refund will not be given without a Drop/Add form on record.**
• Refunds due a student who completes a withdrawal of all courses and has federal financial aid will first be applied to NMC’s share of repayment of unearned federal aid (if any), then to the student’s share of repayment of unearned federal aid (if any), then to the student. (See Treatment of Aid When a Student Withdraws Policy.)
Withdrawal/Leave of Absence
Students withdrawing or taking a leave of absence must contact the College Financial Aid and Business Offices to make necessary financial arrangements. Students are responsible for all costs as determined by the refund policy. A week is defined as beginning on 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 Housing Contracts
Prior to May 1 – Cancellation with no penalty. $150 deposit is forfeited.
After May 1 – Student is assessed $500 cancellation fee. $150 deposit is forfeited.

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

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

Nebraska Methodist College students receive nearly $12 million in student financial aid each year. Funding for this assistance comes from college, state, federal and private sources. In addition, some students apply for and receive scholarships awarded by outside agencies and organizations. The basic types of assistance include scholarships, grants, employment and loans. Some awards are based on financial need while others are not. For details on available funding sources, eligibility criteria, and application procedures, please visit the Scholarships and Financial Aid sections of the NMC website at www.methodistcollege.edu.

Financial Aid Handbook: Students are expected to read, understand and comply with all policies and procedures in the Financial Aid Handbook. The Handbook is available in the Financial Aid section of the NMC website. Copies are also available in the Financial Aid Office upon request.

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

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

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

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

Financial Aid Satisfactory Academic Progress (SAP) Policy for Students in Degree Programs

To receive federal financial aid for attendance at Nebraska Methodist College, students are required to make academic progress toward completion of a degree or certificate. Satisfactory progress is evaluated at the end of each term. Below are the detailed requirements that must be met and a description of the consequences if they are not met. This policy applies to all federal and state aid programs, including Pell Grant, SEOG Grant, Federal Work-Study, Perkins Loan, Stafford Loan, PLUS Loan, Nursing Student Loan, Nurse Faculty Loan, and the Nebraska Opportunity Grant program. In addition, NMC applies this policy to determine eligibility of Methodist Grant funds.

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

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

- **Quantitative – Pace of Progress**
  - All students must successfully complete at least 66.67% of their cumulative attempted credit hours to stay on pace with the Maximum Time Frame requirements.
  - Attempted credits are determined on the census date of each term.
  - Transfer credits accepted toward the student’s program are included in both the attempted credits and completed credits.
  - Courses dropped after the Registrar’s census date will be counted as attempted but not completed.
  - Grades of Incomplete are counted as attempted but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage completed, he/she must notify the Financial Aid Office.

- **Maximum Time Frame**
  - All students must complete their program requirements within 150% of the time it normally takes to complete the degree program (as measured in credit hours).

**Warning Period**

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

**Suspension/Termination**

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

- The student is enrolled in a program longer than two academic years (i.e., a bachelor’s degree program) and does not have a cumulative GPA of at least 2.0 at the end of the second year.
- The student failed to meet either or both the Qualitative and Quantitative standards by the end of the Warning Period.
- The student has attempted 150% of the credits required for the degree program.
Appeal
A student whose financial aid eligibility was terminated may submit an appeal to the Financial Aid Appeals Committee.

- An appeal must be written or typed and must describe why the student failed to make progress during the term, what has changed in the student’s situation that would allow the student to demonstrate satisfactory academic progress at the end of the next term, and a copy of an academic plan that has been developed with and is signed by the student’s advisor.
- Reasons for an appeal may include: death of a relative, injury or illness of the student, or other special circumstances.

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

Re-establishing Eligibility
A student who failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions:

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

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

Financial Aid Satisfactory Academic Progress (SAP) Policy for Students in Certificate Programs

To receive federal financial aid for attendance at Nebraska Methodist College, students are required to make academic progress toward completion of a degree or certificate. Satisfactory progress is evaluated at the point when the student successfully completes the scheduled clock hours for each payment period. Below are the detailed requirements that must be met and a description of the consequences if they are not met. This policy applies to all federal and state aid programs, including Pell Grant, SEOG Grant, Federal Work-Study, Perkins Loan, Stafford Loan, PLUS Loan, Nursing Student Loan, Nurse Faculty Loan, and the Nebraska Opportunity Grant program. In addition, NMC applies this policy to determine eligibility for Methodist Grant funds.

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

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

- Quantitative – Pace of Progress
  All students must successfully complete at least 66.67% of their cumulative attempted clock hours to stay on pace with the Maximum Time Frame requirements.
  - Attempted clock hours are the hours a student attends each payment period.
  - Transfer clock hours accepted toward the student’s program are included in both the attempted clock hours and completed clock hours.
Excused absences must be made up.
Grades of Incomplete are counted as attempted but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage completed, he/she must notify the Financial Aid Office.

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

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

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

**Appeal**
A student whose financial aid eligibility was terminated may submit an appeal to the Financial Aid Appeals Committee.
- An appeal must be written or typed and must describe why the student failed to make progress during the payment period, what has changed in the student’s situation that would allow the student to demonstrate satisfactory academic progress at the end of the next payment period, and a copy of an academic plan that has been developed with and is signed by the student’s advisor.
- Reasons for an appeal may include: death of a relative, injury or illness of the student, or other special circumstances.

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

**Re-establishing Eligibility**
A student who failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions:
- Enroll at the student’s own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

**Notification**
Students will be sent written notification if their status changes as a result of the SAP evaluation.
Refund & Withdrawal Policies

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

Refund Policy

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

What is a withdrawal?

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

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

Withdrawal Process

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

Withdrawal Date

This date is critical in determining the student's charges and refunds, in addition to the amount of financial aid the student has earned.

- For an official withdrawal from semester-length courses or clock hour programs, the withdrawal date is the date that the student began the withdrawal process, or the date the student officially notified the institution, in writing or orally, of his or her intent to withdraw.
- For an unofficial withdrawal from semester-length courses or clock hour programs, the withdrawal date is the last date the student either attended classes or completed an academic-related activity, as determined by the faculty teaching the course. If the last date of attendance is not available, the withdrawal date will be the midpoint of the payment period.
- For an official or unofficial withdrawal from modular courses, the withdrawal date is the last date of participation in the course, according to the online activity logs for the course.
Payment Period
For credit hour programs, the payment period is the term or semester (fall, spring or summer). For clock hour programs, the payment period is the period of time in which the student completes 50% of the clock hours and 50% of the weeks of instruction in the program.

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

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

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

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

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

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

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

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant

The school must return a portion of the excess equal to the lesser of:
1. The student’s institutional charges multiplied by the unearned percentage, or
2. The entire amount of excess funds.

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

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

Students who owe a repayment to a federal grant will have 45 days from the date the school sent the notification to take one of the following actions.
1. Repay the overpayment in full to the school.
2. Sign a repayment agreement with the school. Maximum repayment period is two years.
3. Sign a repayment agreement with the US Department of Education.

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

Scholarships
Scholarships are free funds to students provided by a variety of donors and organizations. Methodist Hospital Foundation provides a large number of substantial scholarships to NMC students. (See the following section on these scholarships for more information.)

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

Scholarship Eligibility
1. Students must be admitted to and remain in good standing at NMC.
2. Currently enrolled students must complete the scholarship application form each year by the required deadline. The deadline is the first Friday of the spring semester 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, Financial Aid Office and on the College website.
8. In addition, the Committee urges students to seek scholarships from business, civic, service and professional groups within his/her community.

**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.

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<tr>
<th>Scholarship Name</th>
<th>Donor Information</th>
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<td>Alumni - Global Future Scholarship</td>
<td>Jesse &amp; Opal Moritz Memorial Scholarship</td>
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<td>Alumni - Methodist College Spirit Scholarship</td>
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<td>Alva H. Clark Scholarship</td>
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<td>Beverly Limbeck Memorial Scholarship</td>
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<td>Carolyn Kay Clark Memorial Scholarship</td>
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<td>Dr. William &amp; Jeanette Schlichtemeier Scholarship</td>
<td>Mr. &amp; Mrs. Benjamin Gottschalk Scholarship</td>
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<td>Eugene E. Erks Memorial Scholarship</td>
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<td>Faculty Scholarship</td>
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<td>Fay Southwell Memorial Scholarship</td>
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<td>Florence C. Danforth Memorial Scholarship</td>
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<td>Frances A. Filipi Scholarship</td>
<td>Raymond F. &amp; Hildegarde M. Conley Memorial Scholarship</td>
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<td>Gary &amp; Kathy McConnell Scholarship</td>
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Gertrude M. Shriver Wischmeier Memorial Scholarship
Gertrude May Memorial Scholarship
Gladys A. Roberts Memorial Scholarship
Gloria Thornton Kratzke, Jean Thornton and Smith
   Thornton Memorial Scholarship
Grace R. & Earl R. Leinart Scholarship
Harold O. Polian Memorial Scholarship
Harriet N. Hunt Leadership Scholarship
Harvey Applegate Memorial Scholarship
Helen & Gordon Harvey Memorial Scholarship
Helen Bush Scholarship
Helen Cherniack Memorial Scholarship
Helen Kremer Memorial Scholarship
Howard & Leila Buffett Memorial Scholarship
Jack Elder Memorial Scholarship
James M. Paxson Memorial Scholarship
Jamie Jacquelyn Scott Memorial Scholarship
Janis J. Waynar Memorial Scholarship
Robert D. Wilson Memorial Scholarship
Roger A. and Nancy Koehler Scholarship
Ronald & Mary Patton Scholarship
Ruth B. Werblow Memorial Scholarship
Sara West Grissinger Memorial Scholarship
Shellie Noelle Gillespie Memorial Scholarship
Shirley Robins Alumni Scholarship
St. Luke United Methodist Church Scholarship
Susan D. Cropper Memorial Scholarship
Theodore & Adele Hazer Scholarship
Vernon & Virginia Lindstrom Scholarship
Volunteers in Partnership Scholarship
Walter & Madeline Rebello Memorial Scholarship
Walter Bruce Remington Memorial Scholarship
Walters - Fisher Memorial Scholarship
Wava M. Bush Memorial Scholarship
Wilber & Velma Case Scholarship
Student Developmental Services

Student Developmental Services offers a variety of programs and services which are designed to assist students in defining, clarifying, and achieving educational and personal goals. Student Developmental Services provides opportunities to enhance holistic life skills throughout the NMC experience in the following areas:

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

Academic Advising

To facilitate effective decision-making and completion of academic coursework in an educationally sound manner, students work with an advisor to monitor and guide 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.

Academic Skill Building

An 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 success 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.

Career Services/Student Employment

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. Employment opportunities are posted on the College website. 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) and Methodist Hospital (8303 Dodge Street). Students are invited to visit either of these locations to review job postings and complete an application. Work study positions are also available by contacting the Financial Aid Office.

Community Service

Reaching out and serving others allows us to truly live out the core values of the College. We encourage active participation in our community through service-learning, volunteer opportunities and service-immersion experiences. To learn more about service and volunteer opportunities, contact the advisement & outreach coordinator, or the Director of The Center for Health Partnerships.
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 events 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
NMC 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 from diverse backgrounds.
• Organize activities promoting cultural appreciation and awareness.
• Provide holistic support to students from diverse backgrounds 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.

Services for Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973, it is NMC’s policy that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities be excluded from participation in, be denied benefit of, or be subject to discrimination in any program or activity offered by NMC. NMC endeavors to provide qualified students with disabilities equal access, not advantage, to the College’s educational opportunities, facilities, programs and activities in the most integrated setting appropriate to the needs of the individual.

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 programs or impose an undue burden. It is the student’s responsibility to request accommodations. Students requesting accommodations should be aware of and adhere to the following procedures:

• Any and all requests for reasonable accommodations must be submitted to the Academic Skills Specialist.
• The request must be made within a reasonable time before matriculation and as soon as possible following acceptance to NMC, unless specific circumstances arise. NMC will respond to student’s
request in a timely and reasonable manner, but no longer than two (2) months or sixty (60) business days from the time of the request, unless extenuating circumstances exist. Student, in conjunction with faculty/professional staff, may make a referral for reasonable accommodations. The referral may be in the form of a student exploring personal learning concerns, staff member encouragement based upon student expressed concerns, or a faculty-generated student contract from a specific course.

- When making an accommodation request, student may be required, at NMC’s request, to provide a reasonable amount of information and documentation from qualified professionals relating to their disability and/or limitations, which may include relevant medical information. All personal and medical information will be treated confidentially in accordance, and to the extent required, with FERPA. Any information or documentation submitted by student must be from a qualified professional and meet the following guidelines found in the “Documentation for Students with Disabilities,” which the Academic Skills Specialist will provide to student.

- If the student is medically diagnosed, the diagnosis is neither necessary nor controlling in determining student’s disability status, but a factor in the evaluation process.

- If the student refuses to consent to NMC determining whether student has a qualified disability, student will not be considered disabled.

- At the discretion of the Academic Skills Specialist, student may be required to undergo additional evaluations if needed by NMC to effectively collaborate with the student in securing appropriate learning strategies. Student will not be entitled to selecting a specific evaluator.

- After receiving any and all requested information and documentation, the Academic Skills Specialist, in conjunction with the appropriate faculty and Dean of Students, will determine based on the information and documentation submitted by any and all qualified professionals, whether the student has a qualified disability which merits a reasonable accommodation. If the foregoing persons determine the student has a qualified disability, the Academic Skills specialist will then proceed to prepare the appropriate alternative testing formats.

- Accommodations, including alternative testing formats, will be provided by the Academic Skills Specialist, including, but not limited to, recommendations and/or requirements for successful comprehensive student learning.

- If an alternative testing format is deemed most appropriate to accommodate the student, the student will be required to notify the necessary instructors by submitting to them an “Alternative Test Request Form.” The instructor and the Academic Skills Specialist will make the appropriate arrangements to implement the alternative testing procedures.

- At the inception of each semester in which the student is enrolled, the student and the Academic Skills Specialist will reassess the accommodation plan.

- Student will be entitled to reasonable accommodations until they are determined ineligible through the periodic re-evaluation process.

**Temporary Disabilities**

According to the Office of Civil Rights, a student with a temporary disability (e.g., broken arm or leg, etc.) "does not constitute a disability for purposes of Section 504 or the ADA unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (and expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual."

Individuals with temporary disabilities (e.g. broken arm, recovering from surgery), may make temporary arrangements with their instructor and Academic Skills Specialist. For example, a student with broken arm may request a scribe for their exam, which, if available will be provided by the Academic Skills Specialist’s office.
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.

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 Campus Housing Handbook for more information.

Student Publications and Handbooks
- 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 available in the financial aid section of the NMC website. 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.

Supplemental Instruction
Supplemental Instruction (SI) consists of peer facilitated academic support provided outside of class time each week. SI is provided as a complement for challenging courses in our academic curriculum. The SI leader attends the actual class and conducts SI sessions to supplement the learning that occurred during class time. Students are encouraged to take advantage of this group study time that is offered at no cost.

Transportation and Parking
Students are responsible for their own personal transportation. Public transportation is available to and from affiliating agencies. Some clinical experiences necessitate the use of an automobile. Students must park in designated lots at all facilities.

All students are required to register their vehicles with the Security Department of Methodist Health System. Vehicle registration forms and parking stickers are available at the Clark Center Information Desk. Students who register with Security receive a red parking sticker which must be displayed on their vehicle. Students who are also employees receive an employee parking sticker and must follow the Methodist Health System parking policies. Vehicle registration is especially important in the case of winter storms, when plowing is a priority and vehicles must be moved. Vehicles belonging to unregistered students are subject to towing at the owner’s expense.

If students are not able to find a parking spot in the College parking lots, students should park in the designated overflow lot(s). Students can be issued tickets for the following violations:
- Moving Violation
- No Valid Parking Permit
- Obstruction of Traffic
- Parked in Turn Radius
- Parked in Unauthorized Area (Wrong Lot)
• Parking in the Drive Lane
• Permit Not Permanently Affixed
• Unauthorized Parking in a Fire Lane
• Unauthorized Parking in Handicap Stall
• Using More Than One Parking Stall

Monetary fines of $25 will be imposed to individuals who park illegally on campus. Parking fines must be paid to the NMC Business Office within 14 days of issuance. Fines will be added to students’ accounts, and nonpayment of fines could result in a hold being placed, resulting in the inability to register for subsequent classes or to graduate. Appeals may be emailed to the Dean of Students within 7 days. Appeals will not be considered after that time.

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 secured at the Clark Center Information Desk. There is a $5 charge for the sticker.

Part-time students who reside in Omaha and have a car registered outside Douglas County must also pay the wheel tax. Students must register their vehicle with the County Treasurer, either at the main office, branch office or the city cashier’s office in the City-County Building, 1819 Farnam. The cost of the wheel tax is $18. The fine for failing to register with the city is a minimum of $46, including court costs. Each day may be considered a separate violation. The minimum cost for towing to the Police Impound Lot is $46, plus $5 per day storage.

The wheel tax does not apply to students who reside outside Douglas County and/or have out-of-county license plates.

**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 is offered in both group settings and individual sessions. To sign up for a tutor contact the Academic Skills Specialist.

Net Tutor is a Web-based online tutoring service with experts in many subject areas. Instructions for signing up for this tutoring service are available at my.methodistcollege.edu. There is no charge to NMC students for this tutoring service.
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
Student Government is the official organization of the NMC student body, and all students are members of the organization. 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 six students elected as committee chairs. Each student organization is responsible for sending one representative to general meetings, and all NMC students are welcome to attend. The Student Activity Fee is allocated directly to the Student Government. The coordinator of leadership development 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.

Peer Ministers
A Peer Minister must be a student who is at the sophomore level or above and is interested in learning to provide peer support and spiritual leadership on campus. Peer Ministers meet with the Director of Spiritual Development on a regular basis and are provided a small stipend for their work of planning and leading spiritual activities and meeting with students one-to-one or in small groups.

Methodist Allied Health Student Association
The Methodist Allied Health Student Associations (MAHSA) is composed of students enrolled in the following allied health programs: Physical Therapist Assistant, Radiologic Technology and Respiratory Care. 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.

**Pathfinders**
Pathfinders plan and implement *Carpe Diem*, an overnight team-building experience for incoming students. Membership is by application. Applications are available from the Coordinator of Leadership Development.

**Student Advocates for Diversity & Inclusion**
Student Advocates for Diversity & Inclusion’s (SAfDI) mission is to educate fellow students about diverse cultures, ideas, issues and perspectives allowing for students to develop skills that will benefit them in the healthcare setting when working with patients or co-workers from diverse backgrounds. SAfDI promotes diversity and inclusion by hosting various events and/or seminars, publishing monthly diversity awareness issues, and participating in social justice discussions in the Omaha community.

**Honor Societies**

**Educated Citizen:** The Educated Citizen Honor Society recognizes undergraduate students who excel in two areas: portfolio submission and capstone portfolio presentation.

**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

Campus Bookstore
Textbooks for all on campus programs, 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 NMC website and the bookstore window.

Online Bookstore - powered by MBS Direct
Students in online programs should purchase their textbooks and other course related materials through MBS Direct at www.mbsdirect.net.

Options include new, used, ebooks, textbook rental and guarantee buy back. Books are listed by course to insure accuracy. All major credit cards and NMC Bookstore vouchers are accepted.

ISBN numbers, titles, authors and editions for books used in courses taught at NMC are available through the College’s website.

Chapel
The Chapel at Nebraska Methodist College provides a place to ‘Be’… alone to think and reflect and pray, along with a friend or friends, or part of a group for prayer or study. Things of note in the chapel include:

- **Stained Glass** - depicting the four seasons of nature; Look for biblical and broader religious themes.
- **Water wall** - creating a soothing sound; it is said that nothing clears the mind like the melodious sounds of a water fall.
- **Circular nature** of the space - This unique shape depicts unity, equality and the eternal and cyclical nature of life.
- **The Cross** is a symbol and reminder of our Christian heritage and affiliation with the United Methodist Church.
- **The Sculpture** - ‘Unity amidst Diversity’ is to be a reminder that we are open persons of various cultures and religions.

Charlotte Schultz Learning Commons
The Charlotte Schultz Learning Commons encompasses an array of inviting spaces for students in which a broad range of academic support services is provided.

**Deja Brew** - Deja Brew is located in the Clark Center Lobby. A variety of breakfast, lunch, and dinner items are available for purchase. In addition, an array of hot and cold coffee, soft drinks and snacks round out our menu.

**Library Services** - John Moritz Library, located on the second level of the Clark Center, is an inviting, student-centered facility that accommodates both individual and group study.

Through its web pages, the library provides both on-campus and remote access to a curriculum-focused collection of e-journals; e-books; and aggregated full text databases, including CINAHL, ProQuest Nursing &
Allied Health Source, the Cochrane Database of Systematic Reviews, and ProQuest Research Library. Efficient interlibrary loan service allows our users to obtain books and articles not held in the library’s collection.

Library staff provides core reference services; offers guidance with research assignments; advises database search strategies; and assists in evaluation of information sources.

All library computers are equipped with Microsoft Office 2007. Photocopy machines, printers, scanners, TV/DVD players, and microphones are available to students.

In addition to the host of library services noted above, a range of additional academic support services are facilitated through the John Moritz Library. These services include technology support, writing support, portfolio assistance, study skill support, peer ministry services, career services, and a variety of workshop offerings.

**Student Center**- The Katherine Shreffler Student Center, located in the Clark Center, has an array of furnishings to accommodate student gatherings, meetings, and studying. The Student Center also houses 5 computers, a printer, and a scanner for student use. An enclosed dining area sits within the Student Center and is equipped with 2 refrigerators, a microwave, a sink, and tables for students to eat, meet, and/or study.

**Student Study Rooms**- Ten quiet study rooms are available on the second floor of the Clark Center. Each study room is equipped with a white board and a computer, and each computer is hooked up to a nearby printer. A photocopy machine is also in close proximity to the study rooms. Students may use the study rooms individually or in small groups. Some study rooms are on a reservation system. Please check with John Moritz Library staff for details.

**Fitness Center**
The Fitness Center, located on the 1st level of the Clark Center, is an un-staffed facility which requires a signed Release from Liability and Consent to Participate form before being authorized to use. Signature of a 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**
Varying restaurants offer lunch items for sale most work days in the Dining Area of the Clark Center. Dinners and weekend meals are available at the Methodist Hospital cafeteria. Vending machines and microwaves are available in the Clark Center Dining Area. Additionally, various food options are available for purchase at Deja Brew. Two refrigerators are located in the Student Center for student use.

**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, cable television 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.
Learning Laboratories and Spaces

Cadaver Laboratory
Nebraska Methodist College offers a human cadaver laboratory component for our Anatomy and Physiology courses. The laboratory experience consists of lectures and demonstrations given by qualified anatomy instructors utilizing prosected human cadavers. 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 are two high tech simulation rooms with video feedback to classrooms 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 that allows students the ability to simulate exams and fine-tune their positioning skills. The laboratory contains a variety of equipment and supplies including image receptors, grids, Q.A. equipment, sterile supplies, computer and text references, and radiographic models. The lab is designed to support integration of classroom material with experimental 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.

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

Air Force ROTC
The Air Force ROTC program, hosted through the University of Nebraska-Omaha, is open to both men and women and is designed to develop the skills and attitudes vital to the career professional Air Force officer. Upon successful completion of the Air Force ROTC program and graduation from the College, cadets are commissioned Second Lieutenants, USAF. Instruction includes a two-year basic course (General Military Course-GMC) and a two-year advanced course (Professional Officer Course-POC). To enroll in the POC course, applicants must complete either the college GMC program or an extended Field Training (FT) program at an Air Force base. A number of Air Force ROTC college scholarships are available to outstanding cadets. For complete information on the Air Force ROTC program contact the Professor of Aerospace Studies (PAS), 402-554-2318.

Aerospace Studies, on all levels, are presented to AFROTC students as professional courses, designed to enrich their overall academic experience in the College. The academic curriculum of Air Force ROTC consists of two distinct general courses. The General Military Course is a continuing freshman-sophomore course of two academic years. The Professional Officer Course is a junior-senior graduate course of two academic years. Air Force ROTC leadership laboratory activities, which are a part of each course, offer students many opportunities for practical leadership training. The GMC curriculum emphasizes the potential of aerospace power. Courses are designed to acquaint the student with aerospace power and the Air Force mission in support of our national defense. The courses are open to all full-time College students. Textbooks and uniforms are furnished at government expense. All students are provided leadership experience through participation in leadership laboratory activities. The courses include voluntary trips to various Air Force installations throughout the United States. Students enrolled in GMC courses are not in the military service and assume no military obligation. Students with prior military service or high school ROTC experience may receive credit for portions of the GMC program. Entering freshmen should register for AER 101 and AER 131 during registration.

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

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

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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 remain confidential. NMC students acknowledge the following:

- It is a violation of the alcohol policy for students to consume or possess alcoholic beverages on campus.
- They are expected to abide by federal laws, state laws, and local 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.
- Misconduct constitutes a student attending class, clinicals, laboratory sessions, practicums or College-sponsored or approved events while impaired by alcohol or drugs (illegal or prescribed).
- Any student or student organization which violates this policy will be subject to disciplinary action which may include immediate dismissal from the College.
- The manufacture, sale, possession, distribution or use of illegal drugs is prohibited.
- 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 suspicion 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. Student confidentiality will be maintained as much as possible.

2. **If student is at a clinical site in Iowa or Nebraska:**
   - Remove the student from patient care and arrange for student oversight based on the clinical site policy. The student is to remain in that location until drug testing is completed.
   - Call the NMC Reception Desk at (402) 354-7000 to report suspected student impairment and provide the following information – name and contact phone number of person reporting the incident, clinical site location (include full address for clinical site and department), student name and program.
   - The Receptionist will contact Midlands Testing Services (MTS) at (402) 658-1122 or (402) 657-5453 and notify them of the site and contact person. The Receptionist will also contact the Dean of Students at (402) 354-7212 to report the incident.
   - MTS will come directly to the clinical site to complete the drug testing. Upon arrival, MTS will call the contact phone number for the location of the student.
   - Following the testing, the clinical site supervisor/instructor will inform the student to contact a family member/friend for transportation. If needed, the supervisor/instructor will contact the NMC receptionist to arrange taxi service for the student (Omaha only).
   - If the student appears to be impaired and refuses to be tested, assist the student in contacting a family member/friend or call a taxi to take the student home.** If the student tries to leave on their own, call the Omaha or local police department and, using reasonable judgment, attempt to detain the student if possible until they arrive. Do not use force to detain the student or do anything that might place yourself or others at risk.

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

**If student is at the NMC campus:**
The instructor will notify the NMC Reception Desk at (402) 354-7000. The Receptionist will contact Security immediately of suspected impairment. The security officer will remove the student from the classroom and escort them to the Student Health Center waiting area.

The Receptionist will contact Midlands Testing Services (MTS) at (402) 658-1122 or (402) 657-5453 and notify them of the site and contact person (Security). The Receptionist will also contact the Dean of Students at (402) 354-7212 to report the incident.

MTS will come directly to campus to complete the drug testing. Upon arrival, MTS will check in with the receptionist for the location of the student. Following the testing, the Security Officer will inform the student to contact a family member/friend or arrange for a taxi to provide transportation home. Security will supervise the student until their transportation arrives.

If the student appears to be impaired and refuses to be tested, Security will contact a family member/friend or call a taxi to take the student home. If the student tries to leave campus on their own, Security will call the Omaha Police Department, and using reasonable judgment, attempt to detain the student if possible until they arrive.

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

Penalties for a confirmed positive drug test

First Positive Test:

- The student will be suspended from clinical courses for a minimum of 30 days.
- The student will be required to see the NMC counselor for referral to a drug/alcohol abuse professional for evaluation and treatment. The length of the substance abuse treatment program will be determined by the treatment program counselor.
- The student will be responsible for any costs associated with the counseling and treatment in the substance abuse treatment program. Referral to the substance abuse treatment program shall be confidential.
- The Academic Dean will be informed of the expected completion date of the substance abuse treatment program and whether or not the student successfully completes the program.
- Reinstatement to clinical coursework is not guaranteed and will be based on successful completion of treatment and course availability.

A negative follow-up drug test will be required before students are permitted to return to participation in clinical coursework. This testing will be done at the student’s expense. Students who are suspended for a positive drug test and successfully complete a substance abuse treatment program will be required to submit to random, follow-up drug testing for up to twelve (12) months. A refusal to participate in a substance abuse program and/or follow-up drug testing will result in immediate permanent dismissal from College.

Second Positive Test: Dismissal from the College and forfeiture of any NMC scholarship.
Campus Security Information
All Campus Safety and Health Policies are located on the web. 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 Security Department.

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

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.

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. However, students cannot opt out of directory information to avoid: (i) identification badges and/or (ii) confirmation in distance learning courses.

**Harassment Policy**

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

Nebraska Methodist College also will not tolerate bullying or cyber bullying, which are other forms of harassment. The State of Nebraska defines bullying as the “ongoing pattern of physical, verbal or electronic abused that occurs on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by school employee or his or her designee, or a school-sponsored activity. Electronic abuse, also referred to as cyber bullying, can include, but is not limited to the use of computers, websites, internet, cell phones, text messaging, chat rooms, and instant message to ridicule, harass, intimidate, humiliate, or otherwise bully a student.

NMC has a diverse student body and openly strives for increased cultural competence. It is against the policy of the College for any student, staff or faculty member to be subjected to attacks or comments related to any aspect of diversity. If the complaint has not been handled effectively through discussion with the offending party, it should be discussed immediately with a College administrator.

**It is essential that any incidents be reported to a College administrator so that an investigation and corrective action can be taken.** If you are uncertain as to whether a specific behavior constitutes harassment,
please discuss it confidentially with a College counselor. Any student, employee or other individual is subject to disciplinary action upon violation of this policy.

**Identity Theft**
In accordance with federal regulations, Nebraska Methodist College has established a program with comprehensive procedures intended to prevent, detect, and mitigate student identity theft. The detection of “red flags” is central to the program. A red flag is defined as a pattern, practice, or specific activity that indicates the possible existence of identity theft. NMC service providers (e.g., lenders, collection agency, etc.) are also in compliance with the Red Flag Rule.

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

**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.

**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.

**Peer-To-Peer (P2P) File Sharing Policy**
Methodist Health System (MHS) maintains the computer network that supports the academic and administrative needs of Nebraska Methodist College (NMC) students, faculty, and staff. MHS Internet Access Policy states that all users are responsible for using the network in a professional, lawful, and ethical manner. MHS will monitor the use of P2P file sharing and pursue all violations in accordance to current federal laws and NMC policies.

Downloading copyrighted music and movies from the Internet to a personal computer without the permission of the copyright owner is illegal, and may result in criminal and civil penalties. Civil penalties may include actual damages and profits, statutory damages (ranging from $750-$30,000 per work that is infringed). The court can also award attorney’s fees and costs. Criminal penalties can include fines and imprisonment. Sharing copyrighted works, as is easily done with P2P programs, also violates MHS Internet Access Policy and the **NMC Code of Conduct Policy**. Any NMC student, employee, or other individual will be subject to disciplinary action and elimination of internet access upon violation of this policy. For the full policy refer to the Library FAQ page on the NMC website.
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, verbal, or electronic abuse, harassment, intimidation, or disrespect of others is unacceptable and will not be tolerated.
• Follow the College’s Social Media Policy.
• 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.

Guidelines for Disciplinary Procedures

Range Of Student Sanctions for Policy Violations
Individuals found to be in violation of various rules and regulations may be subject to disciplinary sanctions. It is the belief of the College that sanctions should maximize safety for all students and College constituents, relate to the nature of the behavior, and provide an opportunity for growth and learning. Thus, these examples are not meant to represent the only sanctions that may be used by the College.

Reprimand: A written warning to a student for a violation of College policy. The warning shall include notice that further violations of the same or other regulations will result in a more severe disciplinary sanction. A copy of the warning letter is placed in the student's academic file.

Apology: A required formal apology, given either verbally or in writing (as designated by the sanction), either private or public, to an individual, outside agency, or the College. Evidence of the offering of the apology may be required.

Restitution: In the event of damage, destruction, or theft, a student may be required to make a full and complete reimbursement to the College or others. Restitution for College property, damage, or theft may take the form of financial payment, appropriate service, or other compensation. Failure to make arrangements to pay may result in a hold being placed on the student's NMC account.
Monetary Fine: The student is required to pay a specific monetary fine to the College. Failure to pay or to make arrangements to pay such fines may result in a hold being placed on the student's NMC account.

Work Project: The student is assigned a specific work or service project, as outlined in a work agreement. This sanction will normally be assigned to help the student reflect upon the negative implications of his/her behavior.

Disciplinary Warning: This sanction is administered to serve as a notice to the student that his/her behavior was unacceptable and inconsistent with the College's values and standards of behavior. The Warning will note that any future violations of the policy could result in the imposition of more severe sanctions. In some cases, it may be the preliminary step to Disciplinary Probation. This sanction may also involve specific conditions that may include, but are not limited to:

a. Removal from campus housing or relocating within the apartments.
b. Restriction of access to specific campus facilities.
c. Loss of privileges, to include, but not limited to, the following:
   1. Active participation in any or all public events sponsored by the College or by students;
   2. Attendance at any or all public events sponsored by the College or by students;
   3. Normal visitation rights.
d. Work project requirements/assignment.

Disciplinary Probation could also include one or more of the following:

a. Required consultation with a member of the College's counseling staff, as well as required participation in any on-going counseling and/or educational programming recommended by the counselor.
b. Issuance of a public apology by the student.
c. Prohibited contact for a specific period of time between the violator and the victim.

Disciplinary Probation: This sanction may involve specified conditions that may include, but are not limited to:

a. Removal from campus housing or relocating within the apartments.
b. Restriction of access to specified campus facilities.
c. Loss of privileges to include, but not limited to, the following:
   1. Active participation in any or all public events sponsored by the College or by students;
   2. Attendance at any or all public events sponsored by the College or by students;
   3. Representation of the College in specified manners;
   4. Holding office in a College-approved organization;
   5. Participating in specific extracurricular activities;
d. Required participation in certain groups and/or educational programs as they relate to the violation.
e. Required period of appropriate work project.

Disciplinary Probation can also carry other sanctions imposed by certain campus organizations and academic departments. For example, a student on Disciplinary Probation may be ineligible to hold positions in Student Senate, participate in clinical rotation, or hold positions on the student housing staff. Any such sanctions are considered independently by those organizations or departments and may be imposed in addition to the sanctions identified above. Notification of Disciplinary Probation may be sent to a minor student's parents, subject to regulations governing a student's right to privacy.

Suspension: Suspension from classes and/or the College property may occur for a period of up to one (1) regular semester. A student wishing to re-enroll at the end of the suspension period must notify the Vice President of Student Affairs in writing six (6) weeks prior to the start of the semester.

Dismissal: Dismissal constitutes expulsion from the College. Students who have been dismissed are not eligible for return or reapplication.

Required Assessment and/or Counseling: In the event a student’s conduct creates safety concerns and/or violates the NMC Code of Conduct Policy, he or she may be required to receive counseling, not necessarily as a disciplinary measure, but as an attempt to facilitate growth and/or safety. The student’s conduct will be individually evaluated based on observations of his or her actions that indicate safety concerns or violations of
the Code of Conduct. Following this individual assessment, College, at its discretion, will determine whether the student will be required to obtain treatment or evaluation from a qualified healthcare professional. Based on the results of the student’s assessment, the College, using careful judgment, will determine whether the student is otherwise qualified to take classes. Before the College concludes that the student’s conduct merits suspension or other appropriate disciplinary measures, student will be provided with a forum in which he or she will be given a reasonable opportunity to be heard and respond. However, in exigent circumstances, the College may take immediate measures to dismiss or withdraw the student. Any decision to suspend or withdraw a student will be made by the Vice President of Student Affairs or the Vice President of Academic Affairs (depending on the circumstance) and the College President. If the College takes immediate action to dismiss or withdraw the student, the student will be given the opportunity at a reasonable time afterwards to be heard and to present his or her position.

**Pet Policy**
With the exception of service animals, pets are not permitted on the Nebraska Methodist College campus.

**Release of Recommendation Information**
The purpose of this policy is to ensure the appropriate release of information regarding NMC students in accordance with federal and state requirements and to provide documentation of signed student requests and information released.

College personnel may provide, upon written request, written reference information regarding the student’s performance at NMC. Only written references will be provided upon completion of the Recommendation/Reference Release Form. The form is available at the Clark Center Information Desk or the Registrar’s Office.

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

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

The Vice President for Student Affairs is responsible for the administration of the Student Code of Conduct and the Resolution Process. Changes to the resolution processes due to unforeseen obstacles (e.g., unavailability of an involved party, legitimate need for waiver of time constraints, etc.) must be approved by both the appropriate Academic Dean and the Dean of Students. 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:**
The student must initiate step one of the resolution process no later than one month from the occurrence of the action being appealed.
Step 1:
The student will discuss the concern with the involved faculty or staff member to find a solution. If a satisfactory resolution is not reached, the student will initiate step two. In the attempt to resolve the matter with the involved faculty or staff member, the student may consult the Program Director or Dean of Students.

Step 2:
Failing to resolve the concern at step one, within five working days of the meeting outlined in step one, the student shall submit a notification letter to the appropriate Academic Dean for academic issues and to the Dean of Students for nonacademic issues:

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

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

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

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

Step 3:
Within five working days of the communication from the Academic Dean or designee, the student will inform the Dean of Students if he or she intends to pursue step three of the resolution process. The student shall provide as part of the appeal complete copies of all materials associated with steps one and two. If the student decides to pursue step three, a meeting with the Dean of Students will initially be scheduled so the Dean of Students can advise the student on the application process to initiate a Judicial Review Board meeting.

- The application must be submitted by the student to the Dean of Students within five working days of obtaining the application.
- The Dean of Students will determine the appropriateness and involvement of witnesses. Witnesses may be submitted for consideration up to three working days before the hearing. Judicial Review Board members will know the names of both parties’ witnesses prior to the hearing.
- The Dean of Students will finalize the date for the Judicial Review Board meeting within five working days of receipt of the student’s application.
The decision of Judicial Review Board will be communicated in writing to the student and other appropriate individuals within five working days of the Judicial Review Board meeting. The decision of the Judicial Review Board is final and not subject to further appeal.

**Sexual Harassment Policy**

**Definition**

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, NMC has developed internal policies that prohibit discrimination and harassment on the basis of sex (see Equal Opportunity/Non-Discrimination Policy). This policy encompasses all forms of sexual misconduct, including sexual harassment, sexual assault and other forms of sexual violence. Harassment on the basis of sex is a violation of Section 703 of Title VII.

Sexual harassment is defined as any unwanted or unwelcomed communication of sexual nature, whether verbal, non-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.

Any form of sexual assault and other forms of sexual violence (e.g., sexual coercion and sexual battery), whether physical, mental or emotional in nature, is unacceptable behavior and will not be tolerated at NMC. This 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).

**Reporting**

All members of the NMC community are encouraged to contact the Title IX Coordinator if they are personally subjected to or if they observe conduct that may be in violation of the sexual harassment policy. The Education Compliance Director serves as the Title IX Coordinator. Reports of sexual discrimination or harassment may also be brought to the Dean of Students, College Counselor, Program Director, Academic Dean or College Administrator. Any member of the NMC community who receives a complaint of sexual discrimination or harassment from a student or College employee against the Title IX Coordinator should report the complaint to a College Administrator and/or Human Resources. Reports of sexual discrimination or harassment should be made as soon as possible after the alleged conduct occurs to best ensure timely investigation. Reports made more than 180 days after the alleged conduct occurs may impede the College’s ability to conduct an investigation and/or effect appropriate remedial action.

**Options for Resolution**

Individuals making reports of sexual discrimination or harassment shall be informed about the informal and formal options for resolving potential violations. Any alleged report of criminal conduct should immediately be reported to law enforcement by the complainant. College action against violators of this policy does not in any way preclude the possibility of criminal action by civil authorities, should the complainant wish to pursue this
course of action. College personnel will assist the complainant in reporting the alleged offense to the local police if the victim requests such assistance. In addition, the importance of preserving evidence for proof of a criminal offense is conveyed to the complainant at the time of first reporting. An individual may also file a complaint or grievance alleging that the actions taken in response to the reporting did not follow College policy. To the greatest extent possible, reports of sexual harassment brought anonymously or brought by third parties not directly involved in the harassment will be responded to. The response to such reports may be limited if information contained in the report cannot be verified by independent facts.

Individuals reporting alleged acts of discrimination or harassment shall be informed about the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the discrimination or harassment, and disciplinary actions that might be taken against the accused as a result of the report. Options for resolution are intended to provide the complainant a prompt and equitable resolution.

**Informal Resolution Process**

NMC encourages informal resolution when the parties desire to resolve the situation cooperatively. Participating in the informal resolution process is voluntary. Means for early resolution will be flexible and encompass a full range of possible outcomes. Early resolution may result in admissions regarding conduct, a remedy for the complainant and/or agreement by the accused to accept a disciplinary sanction. Informal resolutions may involve arranging educational programs, intervening or arranging for a third party to intervene or mediating between parties. Mediation will not be used to resolve alleged sexual assault complaints.

**Formal Investigation Process**

In response to reports of discrimination or harassment in cases where the complainant does not wish to engage in informal resolution, where informal resolution is not appropriate, or in cases where attempts at informal resolution are unsuccessful, the Title IX Coordinator may initiate a formal investigation. In such cases, the complainant making the report shall be encouraged to file a written complaint. Within five business days of receipt of the formal complaint, the Title IX Coordinator shall meet with the complainant to discuss a plan for investigation. In cases where there is no written complaint, the Title IX Coordinator may initiate an investigation based on his/her preliminary inquiry and will inform the complainant of the decision to initiate a formal investigation within five business days of the decision to investigate. The wishes of the complainant shall be considered, but are not determinative, in the decision to initiate the formal investigation process. The formal investigation process includes the following:

- The Title IX Coordinator is the designated College official to conduct the formal investigation.
- The individual(s) accused of conduct violating the NMC policy on sexual harassment shall be provided a copy of the written complaint or otherwise given a full and complete statement of the allegations within five business days of the receipt of the complaint. If the individual(s) accused cannot be located, attempts of notification will be documented.
- The investigation generally shall include interviews with the parties if available, interviews with other witnesses as needed and a review of relevant documents as appropriate. Interviews the complainant and with the accused will occur separately. Disclosure of facts to witnesses and parties is limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation are advised that maintaining confidentiality is essential to protect the integrity of the investigation.
- At any time during the investigation, the investigator may recommend interim protections or remedies for the complainant or witnesses be provided by NMC.
- The investigation shall be completed as promptly as possible and in most cases within 45 working days of the date the written complaint was received.
- The results of the investigation will be provided in a written report that includes a statement of the allegations and issues, the positions of the parties, a summary of the information considered, findings of fact, and a determination by the Title IX Coordinator as to whether College policy has been violated. The decision is based on using a preponderance of the evidence standard (i.e., it is more likely than not).
This report may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

- The complainant and the accused shall be informed in writing within ten business days of the completion of the investigation and the outcome of the investigation. Communication of outcome does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). The complainant will be informed of the findings and of actions taken or recommended to resolve the complaint. The complainant may be notified generally that the matter has been referred for disciplinary action but will not be informed of the details of the recommended disciplinary action without the consent of the accused. The accused shall be informed of the findings and of actions taken or recommended to resolve the complaint and shall be notified generally of referrals and/or recommendation for disciplinary action.
- The complainant the accused may request a copy of the investigative report. The report will be amended to protect the privacy of personal and confidential information regarding all individuals other than the individual requesting the report in accordance with College policy.
- Copies of the investigative report will be provided to College administrators and other College leaders who are directly responsible for implementing measures to correct and prevent discriminatory or harassing conditions.
- The complainant is free to pursue a complaint with the Equal Employment Opportunity Commission, the US Department of Education, Office of Civil Rights or by consulting an attorney at his or her own expense.

**Appeals Process**

An individual may also file a complaint or grievance alleging that the actions taken in response to the reporting did not follow College policy and/or the results of the formal investigation are inaccurate, unfair or unfounded as they perceive them. The individual shall submit the written appeal to the College President within ten business days of receipt of notification of completion and outcome of the investigation. The College President will respond within ten business days of his or her decision. This decision is final.

**Retaliation**

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, adverse employment or educational actions) for having reported sexual harassment in good faith, who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation or resolution of a report of sexual harassment, may make a report of retaliation under these procedures. The report of retaliation will be treated as a report of sexual harassment and will be subject to the same procedures.

**Consensual Relationships**

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.

**Privacy**

NMC shall protect the privacy of individuals involved in a report of discrimination or harassment to the extent allowed by state and federal law and College policy. NMC may be required to disclose personal information in accordance with state and federal law.

**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, sale or distribution of tobacco products is prohibited inside and outside all buildings on the NMC campus and in private vehicles parked on College
property. In addition tobacco use is prohibited at all College sponsored off-campus events or at off-campus property owned by the College.

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

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

Social Media Policy
Social media are powerful communications tools that have a significant impact on organizational and professional reputations. Social media are defined as media designed to be spread through social interaction, created using highly easy to use publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, Pinterest, and MySpace. Students are required to follow the applicable federal requirements under HIPAA regulations, including information about patients during clinical rotations and adhere to all applicable college privacy and confidentiality policies. Specific online policies and guidelines can be viewed on the College website.

Student Health Requirements
Degree- and Certificate-Seeking Students
Prior to enrolling, all degree- and certificate-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 1233 of the Clark Center on the Josie Harper campus. Students are encouraged to make appointments by calling (402) 354-7211. Documentation must be submitted to the Student Health Center. Students who are not compliant with health record requirements will be withdrawn from classes.

Online Students
Online students (students enrolled in online programs who will not attend class on campus at any time) are not required to complete the NMC student health form but are advised that they must abide by clinical or agency health requirements for preceptorships or externships.

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. Students must report their immunization status with their pre-entrance health assessment. Any changes in status must be reported to the Student Health Center. Failure to do so may result in an ineligibility to enroll and/or continue in NMC courses.

Immunization Requirements – The immunization history must be completed and signed by your healthcare provider. The Student Health Center reserves the right to request proof of any immunization documented that is in question. If you are in progress with a vaccine series, you may complete the remaining doses with your healthcare provider or on campus.

• Measles, Mumps and Rubella (MMR)
Two doses of MMR vaccine given after the first birthday and at least one month apart are required of all students born after 1957. Positive blood tests showing immunity for measles, mumps and rubella will meet the requirement if the vaccine dates are not available.

- **Hepatitis B**
  A series of three doses and a positive blood test showing immunity for Hepatitis B (Hepatitis B surface antibody) is required.

- **DPT/Td/Tdap**
  A series of three doses (commonly given in childhood) and one dose of Tdap given after 2005 is required.

- **Chicken Pox/Varicella**
  Two doses of varicella vaccine or a positive blood test showing immunity for varicella is required.

- **Annual Influenza**
  An annual seasonal influenza vaccine is required.

- **Tuberculosis (TB) Screening**
  You must show proof of a negative TB test within the past year and annually thereafter. Students with a history of a positive TB skin test must have documentation of a negative chest x-ray done in the U.S. or annual Quantiferon Gold testing and a complete symptom checklist annually.

**Recommended Immunizations**

- **Meningitis**
  This is especially encouraged for students living in on-campus housing.

- **Gardasil (Human Papillomavirus)**
  A three dose series is recommended for ages 9-26.

**Infectious Disease Policy**

NMC policies and procedures for control of infectious diseases are adapted from the American College Health Association and the guidelines of the Centers for Disease Control. They are in compliance with section 504 of the Rehabilitation Act of 1973 and the Civil Rights Act of 1964.

Within the clinical experience, students are required to employ standard precautions in working with all clients in order to minimize the risk of disease transmission from student to client or from client to student. In some settings, due to infection control standards, specific clinical experiences may not be available to students who are infected with blood-borne viral diseases or other communicable diseases. In those cases, the College will work with students to make efforts to redesign a student’s curriculum and to provide the student with appropriate educational experiences consistent with a student’s academic and career goals. Students or prospective students with concerns in this area or any related concerns should familiarize themselves with the College’s policies as they consider their career choices and are welcome to discuss their concerns with the College’s administration or counseling staff. For more specific information regarding College policies, refer to the Campus Safety & Health pages online.

**Student Health Insurance Policy**

With the exception of nursing assistant, medication aide, and phlebotomy students, all other Nebraska Methodist College students registered for three or more credit hours (not including online courses) are required to have health insurance and will automatically be enrolled in the Nebraska Methodist College Accident & Sickness Plan upon matriculation and at the beginning of each academic year. The premium is added to the student’s account.

If a student has other insurance coverage, they must waive the coverage by completing the online waiver prior to the posted deadline. If the waiver is submitted prior to the deadline, the student’s account will be reimbursed. No exceptions will be made to the waiver deadline.
Information on the policy benefits and waiver options can be found at [www.methodistcollege.edu/student-life/services/health-services/health-insurance](http://www.methodistcollege.edu/student-life/services/health-services/health-insurance).

**Student Responsibilities**
Decisions of the U.S. Supreme Court, while insuring a student’s freedom, have assigned two responsibilities to a student that are congruent with the First and Fourteenth Amendments of the United States Constitution:
• First Amendment: Students have a right to free speech and to assemble and petition to air grievances. Students may not interfere with another person’s right to participate or decline to participate in this manner.
• Fourteenth Amendment: Section 1 – Students may not “materially or substantially” interfere with the requirement of appropriate discipline in the operation of a school. Violations of these constitutional amendments are subject to disciplinary action.

**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

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 Vice President for Academic Affairs will prevail.

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

Academic Calendar, Holidays and Recesses

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

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

Academic Enrollment Status

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

Active Status

Active students are:

Certificate (Medical Assistant) Students:
  • Full-time when enrolled in a minimum of 240 clock hours per term.
  • Part-time when enrolled in fewer than 240 clock hours per term.

Undergraduate Students:
  • Full-time when enrolled in a minimum of 12 credit hours per semester.
  • Part-time when enrolled in fewer than 12 credit hours per semester.
Graduate Students:
- Full-time when enrolled in a minimum of six credit hours per semester.
- Part-time when enrolled in fewer than six credit hours per semester.

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

Academic Honors

Honors 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

Graduates who complete exemplary portfolio and portfolio presentation will be enrolled in the Educated Citizen Honor Society.

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

On-line Course Participation Policy
Regular and substantive interaction between students and faculty in distance education programs is required by the US Department of Education. Student eligibility for financial aid will be based on the following criteria:
1. Students must demonstrate activity in the course within 48 hours of the course start date. All courses begin Monday at 8:00 AM Central Time, therefore the 48 hour period during which activity must be initiated ends at 8:00 AM Wednesday.
2. Activity must be demonstrated by logging into the course and completing one or more of the following academically related activities:
   a. downloading or viewing the syllabus,
   b. reviewing course material,
c. submitting an assignment,

d. taking a quiz or exam,

e. participating in an online discussion related to the course content,

f. initiating contact with the faculty to ask a question about the academic subject studied in the course.

3. Students who feel they are unable to complete the course or have decided to drop the course must initiate the official drop process by contacting their advisor within the 48 hour period (as described above) to be eligible for full tuition refund. A course dropped within the first 48 hours does not show on the student’s academic transcript.

4. Students who do not drop the course and do not demonstrate activity in the prescribed period of time will be administratively withdrawn from the course 48 hours after the course start date. The student will be responsible for the full course tuition, will be ineligible to receive financial aid for the course, and will receive a grade of “W” for the course on his/her academic transcript.

5. Students who initiate attendance during the first 48 hours of the course may withdraw from the course with a “W” if the withdrawal date is on or before 55% of course completion, or 5:00 PM Friday on week 3 of a 5 week course. After this date students will receive a grade of “WF”.

6. Students who initiate attendance during the first 48 hours but later fail to participate in the course for 14 consecutive days will be considered to have withdrawn for financial aid purposes, though they may still receive a grade of “F” for the course. The faculty is not required to administratively drop a student in this situation.

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

**Campus Closure Policy**

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 e2Campus, the “College Hot Line” voice mail at (402) 354-7222; local radio and TV stations will also be notified and may broadcast the news of the College closing. Students are not to report to the College if it is declared closed, as college closure includes all ground-based classes, clinical, and laboratory sessions for the calendar day. Departmental guidelines may apply to specific programs regarding clinical attendance. Refer to emergency communication plan on the website and program handbooks for more information.

**Academic Integrity**

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

**Violations of Academic Integrity**

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.
6. Misrepresentation to avoid academic work.

Students found to be acting dishonestly are subject to disciplinary actions ranging from reprimand to dismissal. Depending on the severity of the offense, the consequences may include suspension or dismissal at any level of offense.

Procedure for Violations and Sanctions

Course Level
- Faculty member and student meet when violations are identified (either can request a witness) and complete reporting form for violations of academic integrity and personal conduct.
- Specific penalties (e.g., loss of points, failure of assignment, alternative learning activity, or failure of course) determined by course faculty and department policies and reported to the office of the Registrar.
- Student can appeal the decision – refer to Resolution Process.

Administrative Level
- The Registrar will review all forms to determine subsequent student violations. With every additional violation, the Registrar will refer the situation to the Academic Standards Committee for review. Upon review of cases, Academic Standards will make recommendations for disciplinary action (if any) to the Council of Academic Deans for deliberation, consensus, and decision.
- Documentation of violation(s) may be removed from the student’s permanent file and shredded after the student graduates or withdraws. Suspension or dismissal for violations of academic integrity will be recorded on the student’s academic transcript.

Remediation/Action Options for Violations of Academic Integrity
As faculty work with students, options for remediation and/or other actions include:
- Referral to Student Services for assistance with personal and academic needs
- Direction to online resources, including the WAC website
- Referral to external sources for remediation on academic expectations and ethical decisions
- Referral to the Academic Standards Committee
- Referral to the Council of Academic Deans for recommendation of suspension or immediate dismissal

Writing Across the Curriculum Resources
Short of plagiarism, faculty often encounter papers that do not meet college-level writing standards. To distinguish between violations of citation style and violations of academic integrity, faculty should send significant writing errors to the WAC coordinator. Should the WAC coordinator find repeated carelessness with citation, the coordinator may contact the student for directed assistance and/or forward evidence of the student’s disregard for faculty instruction on citation to the Registrar as a violation of academic integrity.

Philosophy of Reporting All Violations
All violations of academic integrity must be reported for the process to work. The process is such that a faculty member will determine the appropriate consequence in the course. By forwarding the incident to the Registrar, the faculty member ensures that documentation is recorded as to what steps were taken to inform the student of the academic integrity policy. Should a subsequent violation occur, it is clear what assistance was offered to the student.
student previously. Once the faculty member determines the appropriate consequence for his/her course and meets with the student to complete the reporting form, the faculty member’s responsibility is met. This process relies upon faculty understanding the long-term benefit of reporting each violation. The intent of the report is to correct initial minor errors before they develop into egregious errors later.

**Drug Screening Policy**

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

**Applicability and timing**

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

**Cost**

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

**Use and care of information**

Test results will be confidential with disclosure of results provided only to approved persons involved in evaluating qualifications for clinical programs. Because of the mandate to comply with health system policies, disciplinary actions against students may be imposed without the customary mechanisms of academic warning and probation. Reports are the property of the College, will not be provided to students unless requested, and will be kept in confidential files separate from the student’s academic file.

**Background Investigation Policy**

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

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

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

Confidentiality
The handling of all records and subject information will be strictly confidential and revealed only to those required to have access, to the extent permitted by FERPA. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken. Background investigation records will be stored for at least five (5) years after the student leaves Nebraska Methodist College.

The investigation will include but may not be limited to, a combination of the following required screening for every state and county of residence:
- County Criminal Record Search
- Alias Name Search
- Found Wants and Warrants
- Found Protection Orders
- Residential History Search
- Social Security Number Search
- Abuse Registry
- Sex Offender Registry
- General Services Administration (GSA) Excluded Parties Listing System

PROCEDURES:

Permission to Conduct the Investigation. Permission to conduct this required background investigation will be obtained prior to initial course enrollment from either the individual or, if a minor, the parents/guardian of the individual admitted as an undergraduate or graduate student. Each person will have access to a copy of “Your Rights under the Fair Credit Reporting Act” at http://www.verifiedcredentials.com. The investigation will be conducted prior to or within six weeks of matriculation.

The following forms will be completed and obtained online:
- All students will complete the “Disclosure and Authority to Release Information” form.
- All students will complete the Nebraska Department of Health and Human Services Adult/Child Abuse Protective Services Central Registries’ “Release of Information” form.
- If you are under the age of 19, the “Parents Acknowledgment and Authorization” form is required prior to ordering your background check report.

Annual Letter of Attestation. Students will be required to sign a statement that there have been no changes to their background investigation record on an annual basis, to be coordinated by the Program Director of the program of which they are enrolled. In most programs, this will be combined with the program handbook signature page. They will be stored by the Program Director based on accreditation standards for student documentation.

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

1) The background investigation coordinator will notify the admitted student (or the admitted student’s parent/guardian) with an “Adverse Letter of Notification” sent to the student’s NMC email. If the student is a minor, the parent/guardian may be notified if requested.
2) Within seven (7) days of the date of this written notice:
a. The student or parents of a minor student may contact the Academic Dean or Program Director to discuss the adverse information.
b. The student will provide a written explanation of the adverse information.
c. The student may contest the results of the investigation. The parents and/or student must directly notify the vendor, Verified Credentials, to contest the results of the adverse information. Detailed contact information will be provided in the “Adverse Letter of Notification”.
d. **Failure to complete any part of this process in the described time frame will result in a hold being placed on course registration and may result in dismissal from the program of study.**
e. **Until a final decision is made, the individual will not be allowed to participate in clinical courses.**

3) If the student and/or parent contest the results of the investigation, the vendor, Verified Credentials, is required to re-investigate the disputed information within ten (10) business days from the date of the student’s dispute of the report. The re-investigation report will be sent to the background investigation coordinator.

4) A determination will be made regarding the student’s eligibility for clinical course participation and licensure/certification.
   a. The Program Director will meet with the student. The goal of this meeting will be to verify the information is correct, to hear the student’s explanation, to direct the student to the licensure/certification agency for consultation.
   b. In consultation with the Academic Dean, the Program Director will determine clinical eligibility. Consideration will be given to:
      i. Number of convictions;
      ii. Nature, seriousness and date(s) of occurrence of the violation(s);
      iii. Rehabilitation;
      iv. Relevance of the crime committed relative to healthcare profession standards;
      v. State or federal requirements relative to the healthcare profession;
      vi. All known information regarding the student, including the written explanation;
      vii. Any other evidence demonstrating an ability to perform clinical and academic expectations competently and free from posing a threat to the health and safety of others.
   c. In the event serious crimes, such as felony conviction, theft, drug related offenses, fraud, sex crime, conviction involving violence or weapons, or repeat offenses, the Academic Dean will convene a meeting with the Dean’s Council for further investigation and provide a recommendation to the Program Director. This may involve consultation with the human resources professionals and/or the institutional compliance officer.

5) The student will be notified of the outcome in writing.

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

**ADMINISTRATION AND INTERPRETATIONS:** Questions about this policy and procedure may be directed to the institutional compliance officer.

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

**Course and Grading Policies**

**Grading Policy**
To ensure consistent awarding of course grades throughout the College, the grading system is as follows:
Every undergraduate course uses the “70” mark as the minimum grade required for passing the course as a whole. However, certain assignments within a course may carry additional requirements that are more stringent (e.g., a required minimum ‘75’ on all tests), and are determined at the discretion of the instructor. Students must meet all requirements of the course at the level determined by the instructor in order to successfully complete the course.

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

**Graduate Students:** A minimum cumulative GPA of 3.0 is required for graduation. A grade below “B” in any course triggers an automatic progression review by the program. A student receiving a course grade of “C” for the first time will receive credit for the course*. A grade below “C” will be referred to the Council of Academic Deans to determine the student’s academic standing (repeat of course or program dismissal). A grade below “B” in two courses is unacceptable and results in dismissal from the college. All required coursework for a Master’s degree must be completed within six calendar years from the program matriculation date.

*In the MSN program, any grade below “B” for NRS 523, NRS 524, NRS 558, NRS 559, NRS 592, or NRS 594 is unacceptable, and results in the student having to retake the course.

**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 better grade will be computed in the CGPA. Both grades will appear on the official transcript. Each letter grade equals the quality points per credit hour as shown above.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Quality Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-75</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt;60</td>
</tr>
<tr>
<td>WF</td>
<td>0.0 (withdrawal after deadline)</td>
<td></td>
</tr>
</tbody>
</table>

| CR   | Credit | * |
| NC   | No Credit | * |
| S    | Satisfactory | * |
| U    | Unsatisfactory | * |
| I    | Incomplete | * |
| AU   | Audit | * |
| W    | Withdrew | * |
| WIP  | Work in Progress | * |
| WX   | Administrative Withdrawal | * |

*Not used in calculating grade point averages.
The Registrar will compute the cumulative grade point average (CGPA) based on quality points and credit hours earned for courses completed after matriculation to this campus. Only courses in which quality points are assigned are computed in the CGPA. The CGPA is computed by dividing total quality points earned by total credit hours attempted in didactic class work.

**Course Incomplete**

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

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

**Change of Course Grade**

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

If a student believes a grade is recorded incorrectly, it is the responsibility of the student to notify the course faculty within **30 days** of receipt of the grade report from the Registrar. If a change in personnel has occurred, the appropriate Academic Dean is to be contacted. Evidence should be reviewed. If a grade change is indicated, a Change of Grade Notice is initiated by the faculty member, forwarded for appropriate signatures and then entered in the student’s permanent record by the Registrar. The Registrar replaces the course grade with the corrected grade. 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. However, the initial grade remains on the official transcript. If a student is granted special permission to repeat a course at an institution other than NMC, that course repeat will be calculated into the student’s semester grade point average and cumulative grade point average, and probation/suspension/dismissal policies will apply if the student is not successful. Graduate students should refer to “Grading Policy.”
When a course is failed, the student must meet with his/her Academic Advisor to facilitate a written Academic Developmental Plan. The Academic Advisor will consult with faculty and Student Services personnel as appropriate. The plan will be presented to the appropriate Program Director for review.

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

**Academic 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. Failure to maintain an active Academic Developmental Plan while on probation or suspension may result in dismissal from the college.

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, Academic 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.

**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 letter, sending copies of the letter to the Program Director, Advisor, Registrar, Financial Aid Director, and Dean of Students.

**Cohort Programs**

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

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

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

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

Competency Assurance Following Absence
When a student returns to the College after being on a leave of absence, she/he must contact the Academic Advisor who will work with the student and Program Director on a registration plan to ensure the student has the knowledge, competency and skills needed to resume professional course work within the student’s program. The plan may include bridge course work for those needing to refresh their skills in technical/professional courses.

Academic Probation

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

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 Academic Dean and be accompanied by evidence of completion of the Academic Developmental Plan. Refer to Academic Developmental Plan policy. 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 determined by the Academic Dean after consultation with the student's advisor and Program Director. Reinstatement to the College after suspension is not automatic. After the time of suspension has elapsed, the student may request reinstatement to the College. The request must be in writing directed to the Council of Academic Deans and will be accompanied by evidence of completion of the Academic 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. The Council will forward a recommendation to the VPAA for final
decision.

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

**Academic Dismissal**

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

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

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

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

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

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

Students should expect to fulfill the requirements for the program under which the initial enrollment occurred. However, students taking longer than six (6) academic years to meet the requirements of a baccalaureate or three (3) academic years of an associate program of study may be required to meet curriculum changes and/or modifications regardless of the coursework previously completed.
Graduation is dependent upon a student attaining a “C” (2.0) minimum cumulative grade point average for the required course of study. A minimum grade of “C” (2.0) must be attained for each course. Additionally, the student must satisfactorily complete all requirements for the Student Portfolio Assessment in order to graduate.

The minimum credit hours required per program are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 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>
<tr>
<td>AS Sonography – Multispecialty</td>
<td>78</td>
</tr>
<tr>
<td>AS Sonography – Cardiovascular</td>
<td>78</td>
</tr>
<tr>
<td>AS Surgical Technology</td>
<td>66</td>
</tr>
<tr>
<td>BSN Nursing</td>
<td>126</td>
</tr>
<tr>
<td>BSN Accelerated Nursing</td>
<td>124</td>
</tr>
<tr>
<td>BS Degree Completion Programs</td>
<td>117-125</td>
</tr>
</tbody>
</table>

**Graduate**

The following graduation requirements apply to the NMC Master’s Degree Programs:

- Students in the NMC Master’s Programs must maintain a cumulative GPA of 3.0 to graduate.
- Graduate students are allowed to incur a grade below “B” in no more than one course. In the MSN Program, students are not allowed to incur a grade below “B” in NRS 523, NRS 524, NRS 558, NRS 559, NRS 592 or NRS 594.
- 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 Management</td>
<td>33</td>
</tr>
<tr>
<td>MS Medical Group Administration</td>
<td>33</td>
</tr>
<tr>
<td>MSN Nursing</td>
<td>36</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. One exception to this policy is for those who graduated with a 12-month certificate from NMC and return to the College having not attended an institution of higher learning in between earning the certificate and returning to complete an associate of science degree in health studies. For these students, a minimum of 9 out of 21 arts and sciences credits must be taken at NMC.

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

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

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

Academic Processes and Procedures

Registration

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

Course Audit
An individual who registers to audit a course may attend course sessions but will not earn course credit. Permission to audit a course must be granted by the Program Director or academic dean in consultation with the faculty member. Audit enrollment is permitted on a space available basis with priority given to students enrolling in the course for credit. Tuition will be 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. Likewise, changing registration from audit credit to regular credit is not allowed after the first week. Participation in course activity in an audited course is at the discretion of the faculty member.

Course Sequencing
Students are to follow established course sequences so that they will have the requisite knowledge and skills for undertaking the learning required. There are three sequencing requirements to be adhered to:
1. **Prerequisites**: A prerequisite course is one that must be completed prior to enrollment in a given course.
2. **Corequisites**: A corequisite course is one that **must be taken at the same time** as or with another course.

3. Some courses may be identified as either prerequisite or corequisite. In such cases, the course may be taken either **before or concurrently** with a given course. It may not be taken after the course for which it is designated as pre-requisite or corequisite.

4. It is the student’s responsibility to meet the established prerequisites and/or corequisites for any given course.

5. Withdrawal from a course will be required if prerequisites/corequisites have not been met, unless the student has obtained written permission for an exception from the Program Director.

### Credit Hour Allocation

Credit hour allocation is based on the following ratio:

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

### Developmental Coursework

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

### Directed Study

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

### Independent Study

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

### Student Classification for Degree-Seeking Students

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

- **Freshman**: 30.99 or fewer credit hours
- **Sophomore**: 31 – 60.99 credit hours
- **Junior**: 61 – 90.99 credit hours
- **Senior**: 91 or more credit hours
There are no similar classifications for graduate students.

**Transient Study**

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

**Validation for Credit for Prior Learning**

Refer to policy in the Admission section of the Catalog.

**Course/Program Changes**

**Change of Program**

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

**Course Add/Drop**

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

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

**Withdrawal**

**Course Withdrawal**

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

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

If a student withdraws from a course, which is designated as a co-requisite for another course in which the student is enrolled, withdrawal from such course(s) may also be required. Exceptions can be made in unusual circumstances, but will require the approval of the relevant Academic Dean(s) responsible for the courses affected.
If a student is withdrawing from a NMC course offered through the OCICU consortium, different rules and fees for withdrawal apply. Substantial fees for OCICU courses are incurred if a student drops any later than the first week of class, and are the sole responsibility of the student.

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

**College Withdrawal**

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

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

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

**Leave of Absence**

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

If a leave of absence was not requested, the student will be required to reapply for admission to the College. A student who returns after an absence longer than one year will also be required to reapply for admission to the College, whether or not a leave of absence was requested by the student.

**Transcripts and Maintenance of Student Records**

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

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

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

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

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

a. Application
b. High School transcript(s)
c. Other college transcript(s)
d. GED transcript
e. Degree Audit

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

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

**Military Commitments**

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

Mission and Vision
The Center for Health Partnerships was founded in 2007. Building upon a long history of community involvement and community-based learning, the Center works to focus NMC’s community outreach to deepen both community impact and student learning.

CfHP Mission: The Center for Health Partnerships, a division of Nebraska Methodist College, promotes healthy communities through partnerships that focus on providing basic health care, health care education, and related learning opportunities to underserved populations.

CfHP Vision: The Center for Health Partnerships actively eliminates health disparities through healthcare access and education.
  o The CfHP will be synonymous with excellence in diabetes education and prevention efforts.
  o The CfHP will be synonymous with excellence in college preparation for at risk individuals.

Community-Based Learning
Nebraska Methodist College works to address health disparities by providing basic health care and health care education to underserved populations in the community. The Center for Health Partnerships facilitates this curricular and co-curricular community outreach through curriculum consulting, project design and implementation and community partner development.

Highlighted Community-Based Learning Opportunities:
Mobile Diabetes Center: The Mobile Diabetes Center is a partnership with Cosmopolitan International: “the club that fights diabetes.” Students from across levels and programs provide diabetes screenings and education in a wide variety of community settings. Mobile diabetes outreach includes both curricular and co-curricular service-learning opportunities.

Immigrant and Refugee Outreach: Students in the accelerated nursing program focus their service-learning serving Omaha’s immigrant and refugee populations. Students provide health education and screenings in varied locations including: the Health Window at the Mexican Consulate, the Somali Bantu Center, International Center of the Heartland and World Refugee Day. Students practice health promotion and screening skills while learning the history and cultural needs of this growing population in Omaha.

Native American Outreach: Through community-based nursing courses and immersion trips, NMC is building a strong connection with area Indian tribes. Every fall break, a group of students travels to the Rosebud reservation in South Dakota to work in the reservation clinic, local public health organizations and the Habitat for Humanity. Beginning in the Spring of 2011, students in NRS 350 travel in the Mobile Diabetes Center to conduct diabetes screenings and education on the Omaha Reservation in Macy, NE.

Omaha Housing Authority: Since 2005, NMC has been partnering with the Omaha Housing Authority to provide health screening and education in the four older adult towers. Nursing students in NRS 100 and NRS 460 work together to provide this outreach, providing needed health care for older adults in public housing and a strong mentoring opportunity for NMC nursing students.

Immersions: NMC student service immersion trips have been held since 2004. Typically, NMC offers three service opportunities each year, which take place either during the fall break, winter break, spring break or summer break. Immersion trips deepen students’ knowledge of community issues, build cultural competence and expand community in general.
Career Ladder Programming
The Center for Health Partnerships works to increase access to education by developing educational opportunities and health care career ladders for underserved populations.

Highlighted Career Ladder Programming:

Nebraska Methodist College Upward Bound Program
The goal of Upward Bound is to increase secondary education completion rates of participants and to provide support in preparation for college entrance. NMC received federal grant funding for this program in 2007. Nebraska Methodist College partners with Burke High School and Saint Luke United Methodist Church for this program.

Nebraska Methodist College-Omaha Housing Authority Nursing Assistant program
Nebraska Methodist College partners with the Omaha Housing Authority for this program. This training program introduces Nursing Assistant (NA) students to the health careers ladder through presentations from admissions representatives.

Nebraska Methodist College-Central High School Careers in Science
Nebraska Methodist College partners with Central High School to provide this program. CfHP works with the Admissions Department to develop programming which introduces high school students to health care careers in which NMC offers degrees.

Our Families’ Health Promotora Program
“Our Families’ Health”- La Salud de Nuestras Familias is a community program that prepares individuals to engage themselves as health promotors for Spanish-speaking communities in the states of Iowa and Nebraska. “Our Families' Health” is modeled after other successful promotora programs; emphasizing leadership, communication, interpersonal skills, service coordination, capacity building, advocacy, teaching, and health literacy particularly regarding specific health issues impacting Spanish-speaking communities.
NMC Graduates as Educated Citizens

An educated citizen is a competent practitioner and engaged citizen who responds productively to the complex dynamics of the world utilizing a diversity of disciplines and perspectives.

We reach the educated citizen outcome through core curriculum courses, professional courses and through opportunities offered by Student Services. The process of becoming an educated citizen requires three facets of development: to be a Reflective Individual, to be an Effective Communicator, and to be a Change Agent. The model below reflects the iterative nature of this process: as each facet is developed, it informs the nature of the other facets.

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

Arts & Sciences Division

Philosophy
Arts & Sciences embraces multiple ways of knowing and integrative approaches to the enduring and emerging challenges of our global society.

Mission
Arts & Sciences prepares students with transferable knowledge from communications, humanities, natural and applied sciences, and social sciences to actively engage as educated citizens and health professionals in our world.
Arts & Sciences Distribution Areas
Students will develop habits of inquiry through communications, the humanities, natural and applied sciences, and social sciences and both transfer them to professional coursework and apply them to challenges in the future. The ability to access information in a variety of contexts, to test hypotheses, to assess the validity of sources, and to communicate findings in a manner that matches the particular situation are all essential skills. Students will engage with primary texts (i.e., speeches, essays, historical documents, music) to broaden their understanding of the body of knowledge that exists beyond textbooks.

Arts & Sciences courses are grouped into the following four distribution areas:

- **Communications**: Communications is the study of the spoken word, written word, artifacts, gestures and symbols. Representative areas of study include English composition, language, speech and leadership.
- **Humanities**: The humanities explore, explain and express human thought and experience through literature, philosophy and the arts. The humanities foster development of skills and habits of inquiry that support responsible citizenship in a global community. Representative areas of study include anthropology, arts, history, creative writing, critical thinking, drama, ethics, literature, music, philosophy, spirituality and religion.
- **Social Sciences**: Social sciences study the fundamental principles governing the individual behavior and group interactions within human experience that have shaped the past and are shaping the future. Representative areas of study include psychology, sociology, social research and statistics.
- **Natural & Applied Sciences**: The natural and applied sciences study the fundamental physical laws that are present in the natural universe. The natural and applied sciences rely on a systematic method of questioning, observing, experimenting and theorizing. The natural sciences include the operation of general laws concerning the physical world and its phenomena whereas the applied sciences reconcile practical ends with scientific laws. Representative areas of study include biological sciences, chemistry, mathematics, nutrition, physical sciences and physics.

**Core Curriculum Requirements in the Arts & Sciences Distribution Areas:**

**Baccalaureate Degree: 48 Credit Hours**

**COMMUNICATIONS**: 9 credit hours that must include:
- **COM 101** English Composition
- *COM 230
  - or Language and Culture in Healthcare
- *COM 245
- *COM 320 Healthcare Collaboration and Leadership

**HUMANITIES**: 15 credit hours that must include:
- **HUM 150** The World of Ideas: Critical Reasoning and Rhetoric
- **HUM 210** Introduction to Ethics
- **HUM 255** The World of Ideas: Historical Perspectives
- **HUM 220/270** The World of Ideas: The Arts, Human Connection

**Six credits of Humanities**: At least one of the two humanities elective courses must be in the Arts or Human Connection distribution area.

**NATURAL & APPLIED SCIENCES**: 9 credit hours determined by program
SOCIAL SCIENCES: 15 credit hours that must include:
- SSC ___ Psychology Elective
- SSC 235 The Sociology of Culture
- SSC 465 Capstone: The Educated Citizen
- SSC ___ 6 credit hours determined by program

- Students matriculating who took a 3-credit language course are given two credits for either COM 230 or COM 245 and will take COM 252 Cross-Cultural Service Learning in Health Care for one credit.
- Students matriculating who took a 3-credit Leadership course are given two credits for COM 320 and will take COM 352 Portfolio Development and Integration for one credit.
+ Students matriculating with a bachelor’s degree or who took a 3-credit public speaking course and a 3-credit critical thinking course are given 2 credits for HUM 150 and will take 1 credit HUM 152 Introduction to Portfolio.
*Required to take at NMC

Associate Degree: 21 Credit Hours
COMMUNICATIONS: 6 credit hours that must include:
- COM 101 English Composition
- COM 230 or Language & Culture in Healthcare
- COM 245
◊ COM 290 Portfolio Synthesis

HUMANITIES: 6 credit hours that must include:
+ HUM 150 The World of Ideas: Critical Reasoning and Rhetoric
HUM 2___ The World of Ideas: Elective

NATURAL & APPLIED SCIENCES: 3 credit hours determined by program

SOCIAL SCIENCES: 6 credit hours that must include:
- SSC ___ 3 credit hours determined by program
- SSC 235 The Sociology of Culture

- Students matriculating who took a 3-credit language course are given two credits for either COM 230 or COM 245 and will take COM 252 Cross-Cultural Service Learning in Health Care for one credit.
◊ COM290 Portfolio Synthesis is a zero-credit graduation requirement.
+ Students matriculating with a bachelor’s degree or who took a 3-credit public speaking course and a 3-credit critical thinking course are given 2 credits for HUM 150 and will take 1 credit HUM 152 Introduction to Portfolio.

Educated Citizen Initiatives Facilitated Through Arts & Sciences

Reflective Individual Through Student Portfolio Assessment
Initiated in 1998, the NMC portfolio is both an outcomes assessment measure and a documentation source for student personal, professional and academic development. Research indicates that we learn best when we are aware of how we learn. One goal of the NMC Portfolio is to develop students’ skills of reflection and cognition.
By exploring the significance of a particular experience, assignment, or interaction, students learn to be aware of the interconnections among topics and apply their learning to future situations.

Students maintain an electronic or paper portfolio. This portfolio documents the outcomes related to the Educated Citizen as well as student personal and academic development. The Educated Citizen includes three primary outcomes: the Reflective Individual, the Effective Communicator, and the Change Agent. The electronic portfolio will allow students to maintain a more interactive portfolio that can include audio/video clips and digital images, and be adapted and sent to various audiences, using a secure password.

Students update their portfolios annually with evidence of their learning. As students prepare to graduate, they develop oral presentations that summarize learning and synthesize the most significant experiences documented in the portfolio.

Every undergraduate student is responsible for completion of a portfolio. Though the portfolio is the student’s responsibility, faculty and staff members are available for support to the student. The successful completion of a portfolio and portfolio presentation is a graduation requirement for all associate and bachelor’s degree students.

The Portfolio of Distinction is a certificate given to undergraduate students who demonstrate exceptional attention to growth in the three goals of the Educated Citizen (the Reflective Individual, the Effective Communicator and the Change Agent). A committee of faculty and staff review all portfolios and select those that reveal curiosity, initiative to expand knowledge, independence of thought, the ability to transfer knowledge from one setting to another, and reflective practices that are the foundation for expanded knowledge, growth and maturity over time.

In addition, undergraduate students who receive the Portfolio of Distinction award are eligible for membership in the Educated Citizen Honor Society. (The Educated Citizen Honor Society recognizes undergraduate students who excel in two areas: portfolio submission and capstone portfolio presentation.) To qualify, students must receive the Portfolio of Distinction certificate and complete a portfolio presentation that is of exceptional quality. Honor Society members wear a blue (associate’s degree) or silver (bachelor’s degree) cord at graduation and have the honor society mentioned after their name is read during commencement exercises.

**Effective Communication Through Writing Across the Curriculum**

The Writing Across the Curriculum (WAC) program offers instruction in writing within professional courses, through resources on NMC’s WAC Website, 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. Students with questions about writing can also contact the NMC Writing Center by calling (402) 354-7062 or by emailing: NMCWritingCenter@MethodistCollege.edu. The NMC Writing Center is also on Facebook at: www.Facebook.com/NMCWC (Please see more about writing support under “Charlotte Schultz Learning Commons”).

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. Most NMC faculty require students to use the APA documentation system, though some students in allied health fields apply AMA documentation.

NMC’s WAC Website, whose “WAC” tab appears at the top of My.MethodistCollege.edu, provides resources in grammar and usage, offers a video library of tips for computer use in writing, and summarizes rules in documentation styles including APA style.

Faculty members can refer students with individual needs to the coordinator of the WAC program.
Change Agent Through Service Learning
Nebraska Methodist College holistically educates students by encouraging integrated teaching strategies. Service-learning is a pedagogy that incorporates community service into academic coursework. As a teaching strategy, service-learning allows students to provide services that enhance understanding of course concepts and meet course objectives while simultaneously meeting community-identified needs.

Learning occurs in a twofold manner:
1. The service experience allows students to test skills and concepts they learn in the classroom.
2. Students derive insights from the community service that challenge, complement or relate in other ways to skills and concepts they encounter in the classroom.

Faculty members prepare students for their service-learning sites. They also facilitate students’ critical analysis and reflection on the service in order that students deepen their commitment to civic responsibility, experience themselves as positive agents of social change and become culturally competent.

Service-learning is one of many teaching strategies used by faculty at Nebraska Methodist College to promote the education and development of students. Discussion and reflection are facilitated during service-learning activities to create a deeper understanding of the service-learning experience. Faculty and community members work together with students to ensure that the service-learning benefits both the students and the community.
Academic Programs

DIAGNOSTIC MEDICAL SONOGRAPHY
Emphasis in Multispecialty or Cardiovascular Sonography
Associate of Science Degree

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 which prepares students to sit for the ARDMS abdomen and obstetrics/gynecology examinations; or Cardiovascular Sonography which prepares students to sit for the ARDMS adult echocardiography and vascular technology examinations. The arts and sciences 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 Diagnostic Medical 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 the following college courses:
- College Algebra (or equivalent course)
- English Composition
- General Physics
- Human Anatomy & Physiology I & II (with labs)
- Lifespan Psychology
- Medical Terminology

Curriculum - Multispecialty Sonography

<table>
<thead>
<tr>
<th>First Year – Pre-Fall Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS 102 Foundations of Sonography</td>
<td>2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>First Year – Fall Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS 108 Intro to Sonography &amp; Patient Care</td>
<td>5</td>
</tr>
<tr>
<td>DMS 108L Intro to Sonography &amp; Patient Care Lab</td>
<td>2</td>
</tr>
<tr>
<td>SCI 206 Pathophysiology/Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>HUM 150 The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year – Spring Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS 115 Clinical Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>DMS 233 Sonographic Anatomy, Pathology &amp; Critique I</td>
<td>5</td>
</tr>
<tr>
<td>DMS 260 Medical Ethics &amp; Law in Imaging</td>
<td>1</td>
</tr>
</tbody>
</table>
DMS 214  Sonographic Physics I  2
DMS 262  Applied Sectional Anatomy in Imaging  1
HUM 220,  The World of Ideas: Elective  3
255 or 270

First Year - Summer Session
DMS 216  Sonographic Physics II  1
DMS 237  Sonographic Clinical Practicum II  4
DMS 239  Sonographic Anatomy, Pathology & Critique II  6

Second Year - Fall Session
SSC 235  The Sociology of Culture  3
DMS 218  Sonographic Physics III  2
DMS 243  Sonographic Anatomy, Pathology & Critique III  6
DMS 248  Sonographic Clinical Practicum III  5

Second Year - Spring Session
DMS 236  Sonographic Seminar  2
DMS 253  Sonographic Clinical Practicum IV  5
DMS 255  Sonographic Anatomy, Pathology & Critique IV  3
COM 230  Language & Culture in Healthcare  3
or 245
COM 290  Portfolio Synthesis  0

Total Credit Hours:  70

Curriculum- Cardiovascular Sonography

FIRST YEAR – Pre-Fall Session
DMS 102  Foundations of Sonography  2

FIRST YEAR - Fall Semester
HUM 150  The World of Ideas: Critical Reasoning & Rhetoric  3
DMS 118  Intro to CV Sonography & Patient Care  5
DMS 118L  Intro to CV Sonography & Patient Care Lab  2
SCI 206  Pathophysiology/Pharmacology  4

FIRST YEAR - Spring Semester
DMS 126  Cardiovascular Clinical Practicum I  2
DMS 260  Medical Ethics & Law in Imaging  1
DMS 238  Cardiovascular Sonographic Anatomy, Pathology & Critique I  5
DMS 214  Sonographic Physics I  2
DMS 262  Applied Sectional Anatomy in Imaging  1
HUM 220,  The World of Ideas: Elective  3
255 or 270

SECOND YEAR - Summer Session
DMS 216  Sonographic Physics II  1
DMS 256  Cardiovascular Clinical Practicum II  4
DMS 258  Cardiovascular Sonographic Anatomy, Pathology & Critique II  6
HEALTH PROMOTION
Bachelor of Science Degree

Mission Statement/Description
The Bachelor of Science degree in Health Promotion will prepare health professionals to promote healthy behaviors and provide health education in a variety of settings such as communities, worksites, governmental agencies and schools.

Program Goals:
- Serve as a knowledgeable resource in the field of health education.
- Plan health promotion program offerings based on assessed needs and best practices.
- Implement research based health promotion programs at the individual, worksite and community level.
- Utilize research methods to evaluate the effectiveness of health promotion programs.
- Pass the Certified Health Education Specialist (CHES) exam offered through the National Commission of Health Education Credentialing (NCHEC).

Curriculum

NMC Educated Citizen Core Curriculum 42
COM 101  English Composition 3
COM 230/245 Language & Culture in Healthcare 3
HUM 150 World of Ideas: Critical Reasoning and Rhetoric 3
HUM 210 Introduction to Ethics 3
HUM 255 World of Ideas: Historical Perspectives 3
HUM *** World of Ideas: Humanities Elective 3
HUM *** World of Ideas: Humanities Elective 3
SCI 102 Applied Nutrition 3
HEALTH PROMOTION MANAGEMENT
Master of Science Degree

Mission Statement
The Master of Science in Health Promotion Management is an online program that 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 (e.g., written, electronic, individual consultation, group interactions) 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

Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPM 505</td>
<td>Strategic Management</td>
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<tr>
<td>HPM 508</td>
<td>Theories and Principles of Health Promotion</td>
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<tr>
<td>HPM 515</td>
<td>Change Management</td>
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<td>HPM 518</td>
<td>Organizational Diagnosis and Needs Assessment</td>
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<td>HPM 525</td>
<td>Human Resource Management</td>
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<tr>
<td>HPM 528</td>
<td>Program Design and Evaluation</td>
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<tr>
<td>HPM 535</td>
<td>Ethical Leadership and Conflict Management</td>
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</tr>
<tr>
<td>HPM 538</td>
<td>Critical Analysis of Research</td>
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<td>HPM 542</td>
<td>Human and Financial Return on Investment</td>
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<td>HPM 590</td>
<td>Marketing Health Promotion</td>
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<tr>
<td>HPM 591</td>
<td>Capstone</td>
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</table>

Total Credit Hours: 33

HEALTH STUDIES
Bachelor of Science Degree

Mission Statement
The Bachelor of Science degree in Health Studies 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 Diagnostic Medical Sonography, Physical Therapist Assistant, Radiologic Technology, Respiratory Care, and Surgical Technology.
Description
The BSHS is an online 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.

Curriculum
To earn the Bachelor of Science degree in Health Studies, students must earn *120-128 credit hours in three areas including arts and sciences, health studies requisites, and the declared major of study (which determines the primary emphasis of the degree).
- Arts & Sciences Courses: 45-49 credit hours (some variation by program; refer to the major area of study on the college website for details)
- Health Study Requisites: 18 credits
  - HST/HCA 330 Introduction to Management & Strategic Planning
  - HST 350 Environmental Health
  - HST 370 Principles of Adult Learning
  - HST/HCA 430 Professional Communication
  - HST 440 Biomedical and Healthcare Ethics
HEALTHCARE ADMINISTRATION: APPLIED CLINICAL OPERATIONS
Bachelor of Science Degree

Mission Statement
The Healthcare Administration: Applied Clinical Operations Program provides a relevant, accessible, and affordable curriculum in healthcare management and administration that meet the needs of students, employers, and the communities they serve.

Description
Clinical managers typically have experience and education in a specific clinical area. Managers of clinical departments establish and implement policies and procedures for their departments; evaluate personnel and work quality and support professional development of staff; develop clinical operations reports and budgets; and coordinate activities with other managers. According to the Bureau of Labor Statistics, employment is projected to grow faster than average. Job opportunities should be good, especially for applicants “with work experience in healthcare and strong business management skills.”

The Bachelor of Science degree in Healthcare Administration: Applied Clinical Operations is designed for the graduate of an associate degree program in a clinical-based healthcare discipline who has demonstrated clinical proficiency and leadership abilities, and seeks a position in healthcare management.

Graduates of the program will demonstrate business management skills to improve the quality and efficiency of healthcare at the department level. The philosophy of the degree is to not only teach essential clinical management practices, but to provide structure and support for the direct application of course content in the student’s respective department or area. Pillars of learning in each course include readings, threaded discussion forums, various assessments and a comprehensive project, whereby the student is called upon to synthesize course material into an applied and relevant capstone – examples include patient flow analysis, department strategic plan, financial analysis, and department policy and procedures review and updates.

Curriculum

<table>
<thead>
<tr>
<th>NMC Educated Citizen Core Curriculum</th>
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<tbody>
<tr>
<td>Psychology elective</td>
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<td>Sciences</td>
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<tr>
<td>COM 101 English Composition</td>
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<tr>
<td>COM 230/245 Language &amp; Culture in Healthcare</td>
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<tr>
<td>COM 320 Healthcare Collaboration &amp; Leadership</td>
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<tr>
<td>HUM 150 World of Ideas: Critical Reasoning and Rhetoric</td>
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</table>
HUM 210  Introduction to Ethics 3
HUM 255  World of Ideas: Historical Perspectives 3
HUM ___*  World of Ideas: Humanities Elective 3
HUM ___*  World of Ideas: Humanities Elective 3
SSC 235  The Sociology of Culture 3
SSC 465  Capstone: The Educated Citizen 3

**Healthcare Administration – Applied Clinical Operations** 27
HCA 310  Foundations of Human Resources in Healthcare 3
HCA 325  Applied Analysis of Research 3
HCA 330  Introduction to Management & Strategic Planning 3
HCA 340  Fundamentals of Financial Operations 3
HCA 420  Clinical Operations 3
HCA 430  Professional Communication 3
HCA 450  Applied Business Ethics in Healthcare 3
HCA 465  Survey of U.S. Healthcare Systems 3
HCA 470  Clinical Financial Management 3

**Associate Degree in Clinical Major plus General Electives** 54
Clinical Major
Elective Courses

Total Credit Hours 123

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.

**MEDICAL ASSISTANT Certificate**

**Mission Statement**
The mission of the NMC Medical Assistant 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 a Certificate in Medical Assistant. 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 300 hours of hands-on clinical experience. Graduates are required to take the AAMA exam for professional certification prior to graduation, and are able to transfer their contact hours for college credit, should they decide to continue their education in the associate degree completion program.

A challenge test is offered for CMA 155 Applied Math Concepts. No other courses may be challenged or given credit for experiential learning.

**Admission Criteria/Prerequisites**
Applicants to the Medical Assistant Program must satisfy all Certificate Admissions Processes.

**Curriculum:**

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

**Term II**
CMA 205  Human Diseases and Disorders 60
CMA 225  Fundamentals II: Clinical Skills and Procedures 40
CMA 230  Administrative Procedures for the Medical Assistant I 40
CMA 250  Essentials of Pharmacology I 30
CMA 263  Personal Interactive Skills for the Medical Office Professional 30
CMA 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**
CMA 328  Fundamentals of Medical Assisting III 40
CMA 335  Administrative Procedures for the Medical Assistant II 30
CMA 340  Medical Laboratory Techniques for the Medical Office 60
CMA 353  Essentials of Pharmacology II 30
CMA 365  Applied Medical Ethics & Law for the Medical Assistant 20
CMA 370  Insurance and Medical Coding for the Medical Office 20

**Term IV**
CMA 400  Clinical Externship 300
CMA 420  Critical Reflection on Externship 30

**Total Clock Hours: 930**

**HEALTH STUDIES**
**Emphasis in Medical Assistant**

**Associate of Science Degree**

**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 online delivery and the program can be completed on a full-time or part-time basis. Upon successful completion of the required arts and sciences 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.
- National certification as a CMA.

**Curriculum:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>Arts &amp; Sciences Program</td>
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<tr>
<td>Humanities</td>
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98
MEDITATION
The World of Ideas: Critical Reasoning & Rhetoric 3
HUM ___ The World of Ideas: Elective 3
Communications 6
COM 101 English Composition 3
COM 230 or Language & Culture in Healthcare 3
245
COM 290 Portfolio Synthesis 0
Natural & Applied Sciences 3
SCI___ Science Elective 3
Social Sciences 6
SSC 215 Lifespan Psychology 3
SSC 235 The Sociology of Culture 3
Professional Course Credit 40
Credit for medical assisting certificate courses will be awarded 40
following completion of all other program requirements
Total Credit Hours: 61

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

MEDICAL GROUP ADMINISTRATION
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 (e.g., written, electronic, individual consultation, group interactions) 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 weaknesses
iii. Ensure that decisions and actions are in compliance with accreditation guidelines and federal, state, and local laws and regulations

Curriculum:

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

Total Credit Hours: 33

NURSING
Bachelor of Science in Nursing Degree

Vision: Dynamic nursing education, for today and for tomorrow, for individuals and the global community.

Mission: The Department of Nursing is committed to providing quality education that prepares resilient professional nurses who are caring and practice holistically to meet the every-changing challenges of the 21st Century through a culture of evidenced-based practice. Faculty will support students, peers, the College and the community in this mission through a collaborative, accepting environment and through relationships fostered by mentoring and role modeling.

Philosophy: The philosophy of the Baccalaureate Program of the Department of Nursing is reflective of the values and beliefs from which the NMC mission and core values were formulated. The nursing faculty believe human beings are holistic and integrated. Each human being has dignity, basic rights and responsibilities, individual needs and a unique internal environment. The human interacts within the environment, which encompasses all external factors that affect the human’s well being and speaks to physical, social and existential
dimensions as well as various settings. The client is the human recipient of care — individual, family, group or community.

Health is viewed as a dynamic state of mental, physical, social and spiritual well being that maximizes the individual’s ability to function in his or her environment. Illness is an alteration in the dynamic state of well being that leads to disharmony between the human self and the environment. Health promotion, illness prevention, maintenance and rehabilitation are facilitated by activities or programs directed toward enhancement, stabilization or restoration of a dynamic state of well being.

Nursing is a caring, creative, dynamic and interactive process that uses scientific and humanistic bodies of knowledge to assist the client in attainment of a dynamic state of well being with a focus on human responses to actual or potential health problems. The nursing curriculum focuses on Jean Watson’s science of caring* and is based on the following assumptions. Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying. The practice of caring is an integral part of nursing and consists of the caritas processes, which are those interventions that result in the satisfaction of human needs. The caring response 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 126 total credit hours to be eligible for a Bachelor of Science in Nursing degree. All course requirements as outlined below must be met. Additional degree requirements may be found elsewhere in the catalog.

### ARTS & SCIENCES: 65 Credit Hours

#### HUMANITIES:

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<th>Title</th>
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<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning and Rhetoric</td>
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<td>HUM 210</td>
<td>Introduction to Ethics</td>
<td>3</td>
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<tr>
<td>HUM 255</td>
<td>The World of Ideas: Historical Perspectives</td>
<td>3</td>
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<tr>
<td>HUM 2__*</td>
<td>The World of Ideas: Humanities Elective</td>
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<td>HUM 2__*</td>
<td>The World of Ideas: Humanities Elective</td>
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#### COMMUNICATIONS: 9

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<tr>
<td>COM 101</td>
<td>English Composition</td>
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<tr>
<td>COM 230 or 245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
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<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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#### SOCIAL SCIENCES: 18

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<tr>
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<td>SSC 215</td>
<td>Lifespan Psychology</td>
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<td>SSC 235</td>
<td>The Sociology of Culture</td>
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<td>SSC 360</td>
<td>Introduction to Statistics</td>
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<td>SSC 370</td>
<td>Principles of Research</td>
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<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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#### NATURAL & APPLIED SCIENCES: 23

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<td>SCI 103</td>
<td>College Chemistry - including lab</td>
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<td>SCI 225, 226</td>
<td>Human Anatomy &amp; Physiology I &amp; II - including labs</td>
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<td>SCI 240</td>
<td>Principles &amp; Concepts of Nutrition</td>
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<td>SCI 230</td>
<td>Pharmacology I</td>
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<td>SCI 235</td>
<td>Pharmacology II</td>
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<td>SCI 280</td>
<td>Microbiology</td>
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<td>SCI 315</td>
<td>Pathophysiology</td>
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#### PROFESSIONAL EDUCATION: 61

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<td>Introduction to Community-Based Nursing</td>
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<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
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<td>Community-Based Care with Adults</td>
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<td>Community-Based Care with Families</td>
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<tr>
<td>NRS 340</td>
<td>Community-Based Care Across the Lifespan</td>
<td>9</td>
</tr>
<tr>
<td>NRS 345</td>
<td>Public Health Science II</td>
<td>2</td>
</tr>
<tr>
<td>NRS 350</td>
<td>Advanced Concepts in Community-Based Nursing</td>
<td>9</td>
</tr>
<tr>
<td>NRS 445</td>
<td>Nursing the Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>9</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>3</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>
NRS ___ Non-clinical nursing elective 2

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.

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 in Nursing 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.

<table>
<thead>
<tr>
<th>Year One:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER:</td>
<td></td>
</tr>
<tr>
<td>COM 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150 The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 103 College Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>SCI 225 Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| SECOND SEMESTER: | | |
| COM 230/245 Language & Culture in Healthcare | 3 |
| HUM 220/255/270* The World of Ideas: Humanities | 3 |
| NRS 100 Introduction to Community-Based Nursing | 4 |
| SCI 226 Human Anatomy & Physiology II | 4 |
| SCI 280 Microbiology | 3 |
| **Credit Hours** | **17** |

<table>
<thead>
<tr>
<th>Year Two:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THIRD SEMESTER:</td>
<td></td>
</tr>
<tr>
<td>NRS 202 Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NRS 220 Community-Based Care with Adults</td>
<td>7</td>
</tr>
<tr>
<td>SCI 230 Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 315 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 215 Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

| FOURTH SEMESTER: | | |
| NRS 240 Community-Based Care with Families | 6 |
| NRS 245 Public Health Science I | 1 |
| SCI 235 Pharmacology II | 2 |
| SCI 240 Principles and Concepts of Nutrition | 3 |
| SSC 235 The Sociology of Culture | 3 |
| **Credit Hours** | **15** |

<table>
<thead>
<tr>
<th>Year Three:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIFTH SEMESTER:</td>
<td></td>
</tr>
</tbody>
</table>
**RN – BSN Curriculum**

**RN Student Guidelines**
Transcript evaluation and validation of prior learning:

**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
- University of Nebraska Medical Center, Omaha, Nebraska
- Methodist Women’s Hospital, Omaha, Nebraska
- Salvation Army – Renaissance Center, Omaha, Nebraska
- Alegent Health System, Omaha, Nebraska
- Jenny Edmundson Hospital, Council Bluffs, IA
- VA Medical Center

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.*

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.
a. The College Registrar will evaluate previous transcripts. The RN can validate nursing course outcomes through Validation of Prior Learning guidelines.
b. Pre-requisite Phase I 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>Credit Hours</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>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan 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>

*Nine credits of Humanities: World of Ideas: This must include three credits Historical Perspectives plus at least three credits from one other distribution area from The Arts or Human Connection.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245 Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150/152* Critical Reasoning &amp; Rhetoric or Portfolio Introduction</td>
<td>1-3</td>
</tr>
<tr>
<td>NRS 402 Nursing Assessment for RN’s</td>
<td>3</td>
</tr>
<tr>
<td>NRS 430 RN Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476 Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476C Community Health Nursing Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NRS 446 Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 480 Complexity in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>SCI 315 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 370 Principles of Research</td>
<td>3</td>
</tr>
<tr>
<td>SSC 465 Capstone: The Educated Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: If Critical Reasoning & Rhetoric credit is transferred, or if a bachelor’s or graduate degree was previously earned by the student, then HUM 152 Portfolio Introduction (1 credit) needs to be taken.

Once all requirements have been completed for the RN-BSN program, students will receive validation credit for the following:

With successful completion of SCI 315 Pathophysiology, the student will be awarded 14 validation credits for:
SCI 103 College Chemistry
SCI 225 Human Anatomy & Physiology I
SCI 226 Human Anatomy & Physiology II
SCI 280 Microbiology

With successful completion of NRS 430 RN Professional Seminar, the student will be awarded 32 validation credits for:
SCI 240 Principles & Concepts of Nutrition
SCI 230 Pharmacology I
SCI 235 Pharmacology II
NRS 100/100C Introduction to Community-Based Nursing/Clinical Practicum
NRS 220/220C Community-Based Care with Adults/Clinical Practicum  
NRS 240/240C Community-Based Care with Families/Clinical Practicum  
NRS 340/340C Community-Based Care Across the Lifespan/Clinical Practicum

With successful completion of NRS 476/476C RN-BSN Community Health Nursing/Clinical Practicum, the student will be awarded 12 validation credits for:
NRS 245 Public Health Science I  
NRS 345 Public Health Science II  
NRS 350/350C Advanced Concepts in Community-Based Nursing/Clinical Practicum

With successful completion of NRS 480 Complexity in Nursing, the student will be awarded 12 validation credits for:
NRS 450/450C Community-Based Care: Complex Concepts Across the Lifespan/Clinical Practicum  
NRS 462/462C Community-Based Care: Complexity of Aging/Clinical Practicum

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

LPN Advanced Placement Curriculum

LPN Student Guidelines  
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:
     NRS 100/NRS 100C  Introduction to Community-Based Nursing  4  
     NRS 220/NRS 220C  Community-Based Care with Adults  7  
     Total Credits  11
  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 NRS 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, bachelor, 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.

Arts & Sciences Requirements  
Before enrolling in the ACE Program, students must have completed the following courses, totaling 49-52 credit hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 English Composition</td>
<td></td>
</tr>
<tr>
<td>HUM 150 Critical Reasoning &amp; Rhetoric (Associate Degree applicants)</td>
<td></td>
</tr>
<tr>
<td>SCI 225 Human Anatomy &amp; Physiology I</td>
<td></td>
</tr>
<tr>
<td>SCI 226 Human Anatomy &amp; Physiology II</td>
<td></td>
</tr>
<tr>
<td>SCI 240 Principles &amp; Concepts of Nutrition</td>
<td></td>
</tr>
</tbody>
</table>
HUM 210 Introduction to Ethics
HUM 255 World of Ideas: Historical Perspectives
HUM 220/255/270* World of Ideas: Elective
HUM 220/255/270* World of Ideas: Elective
SCI 103 College Chemistry
SCI 116 Medical Terminology
SCI 280 Microbiology
SCI 101 Introduction to Psychology
SCI 215 Lifespan Psychology
SCI 235 The Sociology of Culture
SCI 360 Introduction to Statistics
SCI 370 Principles of Research

*At least one of the two humanities elective courses must be in The Arts or Human Connection distribution area.

Arts and sciences courses may be completed at NMC prior to matriculation or transferred from regionally accredited institutions. Various course validation options are available for the above arts and sciences courses.

**Course Requirements**
During the 15-month program, students will complete 73 credit hours of required coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>SCI 265</td>
<td>Introduction to Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 315</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 100</td>
<td>Introduction to Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NRS 220</td>
<td>Community-Based Care with Adults</td>
<td>7</td>
</tr>
<tr>
<td>NRS 240</td>
<td>Community-Based Care with Families</td>
<td>6</td>
</tr>
<tr>
<td>NRS 245</td>
<td>Public Health Science I</td>
<td>1</td>
</tr>
<tr>
<td>NRS 340</td>
<td>Community-Based Care Across Lifespan</td>
<td>9</td>
</tr>
<tr>
<td>NRS 345</td>
<td>Public Health Science II</td>
<td>2</td>
</tr>
<tr>
<td>NRS 350</td>
<td>Advanced Concepts in Community-Based Nursing</td>
<td>9</td>
</tr>
<tr>
<td>NRS ____</td>
<td>Non-clinical nursing elective</td>
<td>2</td>
</tr>
<tr>
<td>NRS 446</td>
<td>Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>9</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>3</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

ACE students following the recommended pattern of enrollment and completing all required arts and sciences courses prior to beginning the program can expect to complete the program in 15 months.

**Master of Science in Nursing Degree**

**Philosophy**
The philosophy of the online 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 caritas processes*, 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 lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes, and/or ways of thinking. The nursing faculty believe that nursing education is built on the application and synthesis of the biophysical sciences, psychosocial sciences, the humanities, and 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 in 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 36 total 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.

Nurse Educator Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 508</td>
<td>Issues in Advanced Nursing Roles</td>
<td>3</td>
</tr>
<tr>
<td>NRS 509</td>
<td>Advanced Nursing Roles &amp; Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>NRS 513</td>
<td>Measurement &amp; Statistical Concepts for Data Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NRS 516</td>
<td>Teaching-Learning Principles for Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NRS 517</td>
<td>Critical Appraisal of Knowledge for Practice</td>
<td>3</td>
</tr>
<tr>
<td>NRS 518</td>
<td>Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>NRS 519</td>
<td>Synthesis and Use of Knowledge for EBP</td>
<td>3</td>
</tr>
</tbody>
</table>
NRS 523  Curriculum/Program Development & Evaluation 4
NRS 524  Practicum in Nursing Education 4
NRS 546  Advanced Health Assessment/Patho/Pharmacology 3
NRS 592  Capstone I 2
NRS 594  Capstone II 2

**Total Credit Hours** 36

**Nurse Executive Track**
NRS 508  Issues in Advanced Nursing Roles 3
NRS 509  Advanced Nursing Roles & Phenomena 3
NRS 513  Measurement & Statistical Concepts for Data Interpretation 3
NRS 517  Critical Appraisal of Knowledge for Practice 3
NRS 519  Synthesis and Use of Knowledge for EBP 3
NRS 550  Organizational Behavior & Structure 3
NRS 552  Role of the Nurse Executive I: Leading an Organization 3
NRS 554  Role of the Nurse Executive II: Human Resource Management 3
NRS 558  Role of the Nurse Executive III: Financial Management & Economics 4
NRS 559  Practicum: Management, Improvement & Evaluation in Health Care Organizations 4
NRS 592  Capstone I 2
NRS 594  Capstone II 2

**Total Credit Hours** 36

**RN-MSN Bridge Curriculum**
The RN-MSN track for the RN without a bachelor’s degree affords the RN the ability to earn 18 semester credit hours of undergraduate bridge courses (statistics, leadership, research, health assessment, public/community health) and then transition into the MSN Program without receiving a BSN.

The following courses must be completed before transitioning into the MSN Program:

SSC 360  Introduction to Statistics 3
SSC 370  Principles of Research 3
NRS 402  Nursing Assessment for RN’s 3
NRS 446  Collaborative Nursing Leadership in a Global Society 3
NRS 476  Community Health Nursing 3
NRS 476C  Community Health Nursing Clinical Practicum 3

**Total Credit Hours** 18

**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**
NRS 516  Teaching-Learning Principles for Nursing Education 3
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 lifestyle 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 Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE) 1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

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, a minimum of two years of high school mathematics and science is required. 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 documentation form is available on the College website under the Physical Therapist Assistant Program page. Additional program information including technical standards of performance, program policies, and occupational information can be accessed on the College website.

High school or college physics is strongly recommended prior to enrollment.

Curriculum:

<table>
<thead>
<tr>
<th>First Year - Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 150 The World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PTA 100 Introduction to Physical Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>
### First Year - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition*</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270</td>
<td>World of Ideas: Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PTA 120</td>
<td>Therapeutic Exercise with Lab</td>
<td>3</td>
</tr>
<tr>
<td>PTA 130</td>
<td>Therapeutic Modalities with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PTA 180</td>
<td>PTA Clinical I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 206</td>
<td>Pathophysiology/ Pharmacology</td>
<td>4</td>
</tr>
</tbody>
</table>

### First Year - Summer Session

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>PTA 200</td>
<td>PTA Clinical II</td>
<td>4</td>
</tr>
<tr>
<td>SSC 215</td>
<td>Lifespan Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year - Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 210</td>
<td>Orthopedic Issues with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PTA 215</td>
<td>Pediatric &amp; Neurologic Disorders with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PTA 220</td>
<td>Therapeutic Exercise II with Lab</td>
<td>3</td>
</tr>
<tr>
<td>PTA 228</td>
<td>Special Topics with Lab</td>
<td>3</td>
</tr>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 230</td>
<td>Medical Ethics, Law and Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>PTA 240</td>
<td>PTA Clinical III</td>
<td>5</td>
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<tr>
<td>PTA 250</td>
<td>PTA Clinical IV</td>
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</tr>
<tr>
<td>PTA 280</td>
<td>PTA Seminar</td>
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</tr>
<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
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</tr>
</tbody>
</table>

**Total Credit Hours:** 75

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

### RADIOLOGIC TECHNOLOGY

#### Associate of Science Degree

#### Mission Statement

The mission of the Radiologic Technology Program 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 Radiologic Technology Program at Nebraska Methodist College is a two-year program that includes a strong liberal arts foundation and professional curriculum, including a diverse integration of clinical experience. The program provides a foundation of coursework that emphasizes the attainment of knowledge and skills as
they relate to human interactions, communication, ethics, critical and analytical thinking, and reasoning skills at the undergraduate level. The clinical component of the program includes more than 1400 hours of hands-on clinical experience in a variety of healthcare settings in Western Iowa, Omaha, and surrounding counties. Students are responsible for their own transportation to and from these off-campus clinical education sites.

**Curriculum:**

**FIRST YEAR – Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
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<tr>
<td>SCI 105</td>
<td>Algebra</td>
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<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>RAD 107</td>
<td>Radiology Fundamentals and Clinical Assessment</td>
<td>3</td>
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</table>

**FIRST YEAR – Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>RAD 115</td>
<td>Radiographic Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>RAD 121</td>
<td>Radiographic Procedures/Positioning I</td>
<td>2</td>
</tr>
<tr>
<td>RAD 121L</td>
<td>Radiographic Procedures/Positioning I Lab</td>
<td>2</td>
</tr>
<tr>
<td>RAD 160</td>
<td>Clinical Practicum I</td>
<td>3</td>
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</table>

**FIRST YEAR – Summer Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 122</td>
<td>Radiographic Procedures/Positioning II</td>
<td>2</td>
</tr>
<tr>
<td>RAD 122L</td>
<td>Radiographic Procedures/Positioning II Lab</td>
<td>1</td>
</tr>
<tr>
<td>RAD 140</td>
<td>Radiation Biology and Protection</td>
<td>2</td>
</tr>
<tr>
<td>RAD 162</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>RAD 260</td>
<td>Medical Ethics and Law</td>
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**SECOND YEAR – Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
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<tr>
<td>RAD 165</td>
<td>Radiographic Imaging II</td>
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</tr>
<tr>
<td>RAD 210</td>
<td>Radiographic Pathology</td>
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</tr>
<tr>
<td>RAD 220</td>
<td>Radiographic Procedures/Positioning III</td>
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<td>RAD 220L</td>
<td>Radiographic Procedures/Positioning III Lab</td>
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<tr>
<td>RAD 261</td>
<td>Clinical Practicum III</td>
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</table>

**SECOND YEAR – Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HUM ___</td>
<td>World of Ideas: Elective</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101/215</td>
<td>Introduction to Psychology or Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RAD 215</td>
<td>Radiographic Imaging III</td>
<td>3</td>
</tr>
<tr>
<td>RAD 262</td>
<td>Applied Sectional Anatomy and Imaging</td>
<td>1</td>
</tr>
<tr>
<td>RAD 263</td>
<td>Clinical Practicum IV</td>
<td>4</td>
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**SECOND YEAR – Summer Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
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<tr>
<td>RAD 265</td>
<td>Clinical Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>RAD 270</td>
<td>Radiographic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RAD 280</td>
<td>Principles of Computed Tomography</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 80
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).

Curriculum:

FIRST YEAR

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150 The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 116 Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SCI 175 College Mathematics</td>
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</tbody>
</table>

Fall Semester

| HUM The World of Ideas: Elective | 3 |
| SCI 103 College Chemistry | 3 |
| SCI 225 Human Anatomy & Physiology I | 4 |
| SSC 101/215 Introduction to Psychology or Lifespan Psychology | 3 |
| SSC 235 The Sociology of Culture | 3 |

Spring Semester

| COM 230 or 245 Language & Culture in Healthcare | 3 |
| RCP 125 Clinical Assessment & Procedures | 1 |
| SCI 110 Introduction to Physics | 3 |
| SCI 226 Human Anatomy & Physiology II | 4 |
| SCI 280 Microbiology | 3 |

SECOND YEAR

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCP 200 Intro to RC Clinical Practice I</td>
<td>4</td>
</tr>
<tr>
<td>RCP 210 Cardiopulmonary Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 206 Pathophysiology/Pharmacology</td>
<td>4</td>
</tr>
</tbody>
</table>

Fall Semester

| RCP 220 Respiratory Care Clinical Practice II | 6 |
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.

Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
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</tr>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>SCI 103</td>
<td>College Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 79
HEALTH STUDIES
Emphasis in Surgical Technology
Associate of Science Degree

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 online delivery and the program can be completed on a full-time or part-time basis. Upon successful completion of the required arts and sciences 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>Humanities</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
</tr>
<tr>
<td>HUM __</td>
<td>The World of Ideas: Elective</td>
</tr>
</tbody>
</table>

Total Credit Hours: 66
Communications 6
COM 101 English Composition 3
COM 230/245 Language & Culture in Healthcare 3
COM 290 Portfolio Synthesis 0

Natural & Applied Sciences 3
SCI ___ Science Elective 3

Social Sciences 6
SSC 101/215 Introduction to Psychology or Lifespan Psychology 3
SSC 235 The Sociology of Culture 3

Professional Course Credit 40
Credit for surgical technology certificate courses will be awarded following 40
completion of all other program requirements

Total Credit Hours: 61

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

Short Career Certificates
Medication Aide Certificate Program
This 40-hour course provides classroom instruction and lab experience in the role, responsibilities and skills necessary to provide routine medications to clients, with a special emphasis on the aging client. The primary objectives of the course are to: recognize the 10 basic competencies needed in order to safely provide another person with his/her medications in accordance with the Nebraska Medication Aide Act; identify specific drug families, actions, side-effects and use this knowledge to treat or prevent disease; and recognize the responsibility of the medication aide in relation to PRN medication, providing medications by vaginal, rectal, tube or inhaled routes; and providing insulin by injection. Students who successfully complete the course are eligible to take the competency examinations to qualify for placement on the state of Nebraska Medication Aide Registry. After placement on the registry, nursing assistants have the opportunity to work with clients of diverse ages in health care facilities such as nursing homes, assisted living facilities, intermediate care facilities for the mentally retarded, schools, child care settings or even 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 active status on the Nebraska Nurse Aide registry; proof of American Heart Association Basic Life Support for the HealthCare Provider; 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 competency assessment. The State of Nebraska Medication Aide Examination is administered outside the scope of this course. Students are required to supply a watch with a second hand.

Nurse Aide Certificate Program
This 90-hour course provides classroom instruction and clinical experience in caring for all 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 Certificate Program

The Phlebotomy 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. Upon successful completion of the phlebotomy program, students are eligible to take the national certification examination to become certified phlebotomy technicians [PBT(ASCP)] through the American Society for Clinical Pathology.
Course Descriptions

AIR FORCE ROTC

AER 101 LEADERSHIP LABORATORY
Credit Hours: 0
Leadership laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consists of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets.

AER 131-132 FOUNDATIONS OF USAF I
Credit Hours: 1
Survey courses designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AER 231-232 EVOLUTION OF AIR & SPACE POWER I
Credit Hours: 1
This course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AER 311-312 AIR FORCE LEADERSHIP I
Credit Hours: 3
This is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving student the opportunity to apply leadership and management principles of this course.

AER 411-412 NATIONAL SECURITY AFFAIRS & PREPARATION FOR ACTIVE DUTY
Credit Hours: 3
This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving student the opportunity to apply leadership and management principles of this course.

COMMUNICATIONS

COM 025 COLLEGE READING
Credit Hours: 1
The focus of this course is on academic reading skills. Literal comprehension, vocabulary development and critical reading skills are presented in an academic context.

COM 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.

LANGUAGE AND CULTURE IN HEALTHCARE
COM 230 SPANISH
COM 245 SIGN LANGUAGE
Credit Hours: 3
Prerequisites: None
Area Description: 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.

COM 252 CROSS-CULTURAL SERVICE-LEARNING IN HEALTHCARE
Credit Hours: 1
This one-credit course is designed for students who transfer in at least two credits of Spanish or Sign Language. The course will build upon the student’s language skills to emphasize the importance of language and culture as they relate to access to quality healthcare in the United States. Through service-learning, the student will understand barriers faced by traditionally-underserved populations in a healthcare setting.

COM 290 PORTFOLIO SYNTHESIS
Credit Hours: 0
This course is designed to prepare associate degree students for the required portfolio presentation they deliver in their final semester. Students will apply the reflective process to the goals of the Educated Citizen Core Curriculum in online assignments and in an in-person presentation. A complete portfolio, successful completion of the course, and successful presentation are required as the culminating assignment before graduation.

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

COM 352 PORTFOLIO DEVELOPMENT & INTEGRATION
Credit Hours: 1
This one-credit course is designed for students who transfer two credits for COM 320 Healthcare Collaboration and Leadership. The purpose of this course is to build upon students’ existing knowledge of leadership and management theories through focused portfolio reflections. A complete portfolio (Levels I-III) is due by the end of the course.

DIAGNOSTIC MEDICAL SONOGRAPHY

DMS 102 FOUNDATIONS OF SONOGRAPHY
Credit Hours: 2
Prerequisites: Admission into the program
Students will be introduced to the profession of sonography, its history, future, professional and accrediting organizations and the relationship between the sonographer and the patient. Emphasis will also be placed on written and verbal communication, and professional issues relating to registry, accreditation, and the professional organizations. Ethical and legal principles are also discussed. Basic sonographic physics principles will be introduced along with sonographic terminology.

**DMS 108  INTRODUCTION TO SONOGRAPHY AND PATIENT CARE**  
Credit Hours: 5  
Prerequisites: DMS 102, SCI 116, SCI 225 and 226 (with labs), SCI 215, COM 101, SCI 110  
Course work will include information concerning documentation sonography, sonographic images, basic patient care techniques, infection control and universal precautions, emergency conditions, body mechanics/ergonomics, history taking and lab values. Physical principle taught will include: elementary principles (including the acoustic variables and acoustic parameters), basic transducer construction and function, recognition of simple artifacts, introduction to Doppler, and adjusting system controls for image acquisition. Teaching methods will include lectures / discussions and practical scanning labs. In addition to the above mentioned, gross anatomy, physiology, and sonographic anatomy of the abdominal organs to include great vessels, portal system, liver and biliary systems will be taught. Normal anatomy and ultrasound evaluation of the female pelvis and reproductive system as well as obstetrical applications of ultrasound will be discussed. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

**DMS 108L  INTRODUCTION TO SONOGRAPHY AND PATIENT CARE LAB**  
Credit Hours: 2  
Prerequisites: DMS 102, SCI 116, SCI 225 and 226 (with labs), SCI 215, COM 101, SCI 110  
This laboratory course will be used to enhance and reinforce material taught didactically in DMS 108. Students will learn scanning techniques in the laboratory on real-time ultrasound equipment. Correlation of theory to practice will be measured through attendance, scanning assignments and competency exams over the protocol of the above mentioned sonographic anatomy taught in DMS 108.

**DMS 115  CLINICAL PRACTICUM I**  
Credit Hours: 2  
Prerequisites: DMS 108, DMS 108L  
Students are assigned to the clinical setting to begin performing sonographic procedures, practice basic patient care skills including patient mobility and practice fundamental operation of the ultrasound machine. Correlation of theory to practice is measured through attendance, clinical logs, and rotation evaluations.

**DMS 118  INTRODUCTION TO CARDIOVASCULAR SONOGRAPHY AND PATIENT CARE**  
Credit Hours: 5  
Prerequisites: DMS 102, SCI 116, SCI 225 and 226 (with labs), SCI 215, COM 101, SCI 110  
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 documentation sonography, sonographic images, basic patient care techniques, infection control and universal precautions, emergency conditions, body mechanics/ergonomics, history taking and lab values. 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, EKG theory, principles of cardiac hemodynamics and cardiac evaluation. Students will also be introduced to fundamental principles of vascular hemodynamics, cerebrovascular anatomy and physiology, and carotid 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).

**DMS 118L  INTRODUCTION TO CARDIOVASCULAR SONOGRAPHY AND PATIENT CARE LAB**  
Credit Hours: 2  
Prerequisites: DMS 102, SCI 116, SCI 225 and 226 (with labs), SCI 215, COM 101, SCI 110  
This laboratory course will be used to enhance and reinforce material taught didactically in DMS 118. Students will learn scanning techniques in the laboratory on real-time ultrasound equipment. Correlation of theory to practice will be measured through attendance, scanning assignments and competency exams over the protocol of the above mentioned sonographic anatomy taught in DMS 118.
DMS 126  CARDIOVASCULAR CLINICAL PRACTICUM I
Credit Hours:  2
Prerequisites: DMS 118, DMS 118L
Students are assigned to the clinical setting to begin performing sonographic procedures, practice basic patient care skills including patient mobility and practice fundamental operation of the ultrasound machine. Correlation of theory to practice is measured through attendance, clinical logs, and rotation evaluations.

DMS 177  SONOGRAPHY BRIDGE COURSE
Credit Hours:  1-6
This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

DMS 214  SONOGRAPHIC PHYSICS I
Credit Hours:  2
Prerequisites: SCI 110, DMS 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.

DMS 216  SONOGRAPHIC PHYSICS II
Credit Hours:  1
Prerequisites: SCI 110, DMS 108/118, DMS 214
Building on material taught in DMS 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.

DMS 218  SONOGRAPHIC PHYSICS III
Credit Hours:  2
Prerequisites: SCI 110, DMS 108/118, DMS 214, DMS 216
Building on material taught in DMS 214 and DMS 216, this course continues with the principles of pulse-echo imaging, image storage and display, image features and artifacts, quality assurance and bioeffects.

DMS 233  SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I
Credit Hours:  5
Prerequisites: DMS 108, DMS 108L, SCI 206
DMS 233 is a continuation of SO 108. Lecture content includes gross anatomy, physiology, pertinent lab values, and sonographic imaging of the abdominal organs to include the spleen, GI tract, renal and small parts. First through third trimester 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.

DMS 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.

**DMS 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.

**DMS 237 SONOGRAPHIC CLINICAL PRACTICUM II**  
Credit Hours:  4  
Prerequisites: DMS 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.

**DMS 238 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I**  
Credit Hours:  5  
Prerequisites: DMS 118  
Students explore deeper principles of adult echocardiography including performance of Doppler evaluation of the heart and evaluation of valvular pathology. Vascular concepts include: extracranial and intracranial arterial systems, lower extremity venous systems and lower extremity arterial evaluation. 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.

**DMS 239 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE II**  
Credit Hours:  6  
Prerequisites: DMS 233  
This course focuses on the sonographic appearance of pathologic conditions related to the abdomen, female pelvis and first trimester. 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 will be reinforced through written case reports and technical writing exercise.

**DMS 243 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE III**  
Credit Hours:  6  
Prerequisites: DMS 108, DMS 233, DMS 239  
Course material includes anatomy, pathology, and sonographic imaging used in the care of the high-risk obstetric patient. Pathology of the thyroid, breast, male pelvis and scrotum as well as superficial imaging will be covered. Pediatric topics will also be discussed. This course puts more emphasis on technical report writing and film critique.

**DMS 248 SONOGRAPHIC CLINICAL PRACTICUM III**  
Credit Hours:  5  
Prerequisites: DMS 115, DMS 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.

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

DMS 255 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE IV
Credit Hours:  3
Prerequisite:  DMS 108, DMS 233, DMS 239, DMS 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 1 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 participate in an online discussion forum by posting case studies and responding to peers case studies and questions according to the discussion format guidelines and rubric.

DMS 256 CARDIOVASCULAR CLINICAL PRACTICUM II
Credit Hours:  4
Prerequisite:  DMS 118, DMS 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.

DMS 258 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE II
Credit Hours:  6
Prerequisites: DMS 118, DMS 238
This course expands on the cardiac pathologic conditions including prosthetic valve evaluation, infective endocarditis, and cardiomyopathies. Comparative imaging, pathophysiology, sonographic appearance and Doppler echocardiography are integrated into the lectures. Vascular concentrations will include upper extremity venous and arterial exams and graft assessment and abdominal Doppler evaluation. 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.

DMS 259 CARDIOVASCULAR CLINICAL PRACTICUM III
Credit Hours:  6
Prerequisites: DMS 118, DMS 126, DMS 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.

DMS 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.
DMS 261  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE III
Credit Hours:  5
Prerequisites: DMS 118, DMS 238, DMS 258, DMS 261
This course continues the discussion on cardiomyopathies, introduces evaluation of hypertensive heart disease and coronary artery disease and congenital heart disease in the adult patient. 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.

DMS 262  APPLIED SECTIONAL ANATOMY IN IMAGING
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.

DMS 265  CARDIOVASCULAR CLINICAL PRACTICUM IV
Credit Hours:  6
Prerequisite: DMS 118, DMS 126, DMS 256, DMS 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.

DMS 267  CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE IV
Credit Hours:  1
Prerequisites: DMS 118, DMS 239, DMS 258, DMS 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).

DMS 277  SONOGRAPHY BRIDGE COURSE
Credit Hours:  1-6
This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

DMS 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.

DMS 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.
HEALTH PROMOTION

HPR 320    HEALTH EDUCATION
Credit Hours:  3
This course will provide students with the knowledge and skills necessary to communicate health-related information among groups and individuals. Topics covered include adult learning styles, strategies for promoting healthy lifestyles, the importance of providing applicable health information, mechanisms used for distribution of information and methods for discussing the relationship between diseases and health behaviors.

HPR 325    APPLIED ANALYSIS OF RESEARCH
Credit Hours:  3
(Cross-listed as HCA 325)
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.

HPR 335    INTRODUCTION TO HEALTH PROMOTION
Credit Hours:  3
This course will explore the cognitive and behavioral models/techniques of human learning, behavior, and 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) will be addressed. Health promotion program planning in the three areas of exercise/physical activity, stress management and healthy eating/weight management will be emphasized.

HPR 350    ENVIRONMENTAL HEALTH
Credit Hours:  3
(Cross-listed as HST 350)
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.

HPR 375    PROGRAM PLANNING & DESIGN
Credit Hours:  3
Prerequisite: HPR 380 or permission of instructor
This course will focus on a variety of program design models based on assessed needs, with special attention to the utilization criteria and predicted impact of each. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

HPR 380    NEEDS ASSESSMENT
Credit Hours:  3
This course will present the theory, structure, and instrumentation for assessing the health and development needs of an individual, organization, agency, or other community population. The course examines models/tools that serve as guides for planning, conducting and reporting a comprehensive needs assessment within the context of whole-person, whole-organization health promotion. In this course, students will identify priority health promotion issues(s) for a specific target population and recommendations for future planning.

HPR 415    PROGRAM EVALUATION
Credit Hours:  3
Prerequisite: HPR 375 or permission of instructor
This course will provide students with a fundamental understanding of the purpose and importance of evaluation within the context of health promotion programming. Students will build on the project they completed in the Program Planning
& Design course by moving forward with the focus of setting up comprehensive formative and summative evaluation plans.

**HPR 427 HEALTH BEHAVIOR & DISEASE PREVENTION IN CHILDHOOD & ADOLESCENCE**
Credit Hours: 3
This course will cover health-related issues often experienced in childhood and adolescence. Topics will include physical activity, nutrition, childhood obesity, type II diabetes, substance abuse and sexual behavior. This course will provide information regarding the ways in which common risk factors relate to disease. Strategies for prevention of disease in these areas will also be covered.

**HPR 430 PROFESSIONAL COMMUNICATION**
(Cross-listed as HCA 430, HST 430)
Credit Hours: 3
This course focuses on the particular ways in which writers apply the writing process to genres used regularly by healthcare professionals and utilize research to enhance patient outcomes. Writing assignments will develop students’ skills in writing formal correspondence, completing proposals, including effective visual components in formal documents, and completing “Research Evaluation and Utilization Reports”, which include recommendations for evidence-based practice in particular settings.

**HPR 437 HEALTH BEHAVIOR & DISEASE PREVENTION IN ADULTS**
Credit Hours: 3
This course covers health-related issues often faced in adulthood. Topics will include heart disease, cancer, nutrition, physical activity, weight management, mental health, stress and the effects of aging. This course will provide information regarding the ways in which common risk factors relate to disease. Strategies for prevention of disease in these areas will also be covered.

**HPR 448 MOTIVATION & MARKETING IN HEALTH PROMOTION**
Credit Hours: 3
This course will focus on promoting health-related change among individuals and within organizations. Students will study theories and strategies related to marketing health promotion program offerings. Additional topics covered will include assessing and utilizing individual motivation, accountability and incentives when promoting health-related behavior change.

**HPR 475 WORKSITE HEALTH PROMOTION**
Credit Hours: 3
Many adults spend a significant amount of time at work each week. Therefore, the work setting can be an ideal place to provide health education and promote healthy behaviors. This course will provide students with an overview of the typical components of a worksite wellness program. Students will also learn the importance of obtaining support from company leaders when rolling out employee wellness initiatives.

**HPR 476 HEALTH PROMOTION IN THE SCHOOL SETTING**
Credit Hours: 3
This course will provide students with an overview of health promotion in a school setting. Students will discuss the challenges related to promoting health in the school setting, as well as services that are available and strategies that can be used to educate and engage adults and children in this environment.

**HPR 477 COMMUNITY HEALTH PROMOTION**
Credit Hours: 3
Students will obtain the knowledge and skills necessary to promote health at the community level by gaining an understanding of the multiple facets of a community. Non-profit organizations and community coalitions will be discussed; students will become aware of the efforts of these organizations in the areas of goal setting, research, health education and programming.
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 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 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 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 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 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 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 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 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 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.

HEALTH STUDIES

HST 330  INTRODUCTION TO MANAGEMENT & STRATEGIC PLANNING
(Cross-listed as HCA 330)
Credit Hours:  3
This course explores basic theories and concepts related to management and strategic planning. Topics include healthcare management, conflict management and resolution, effective communication in the workplace, and strategic planning tools and processes.

HST 350  ENVIRONMENTAL HEALTH
Credit Hours:  3
(Cross-listed as HPR 350)
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.
HST 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.

HST 430  PROFESSIONAL COMMUNICATION  
(Cross-listed as HCA 430, HPR 430)  
Credit Hours:  3  
This course focuses on the particular ways in which writers apply the writing process to genres used regularly by healthcare professionals and utilize research to enhance patient outcomes. Writing assignments will develop students’ skills in writing formal correspondence, completing proposals, including effective visual components in formal documents, and completing “Research Evaluation and Utilization Reports”, which include recommendations for evidence-based practice in particular settings.

HST 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.

HST 465  SURVEY OF US HEALTH CARE SYSTEMS  
(Cross-listed as HCA 465)  
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.

HEALTHCARE ADMINISTRATION

HCA 310  FOUNDATIONS OF HUMAN RESOURCES IN HEALTHCARE  
Credit Hours:  3  
This course explores the function of human resources within the healthcare organization. The focus of the course is on the development of skills that the department manager needs for effective management of personnel. Subjects include strategies to attract, hire, and retain high quality employees, compensation and benefit packages, productivity, and employee development, evaluation and training, as well as existing laws and policies surrounding employee relations.

HCA 325  APPLIED ANALYSIS OF RESEARCH  
(Cross-listed as HPR 325)  
Credit Hours:  3  
Evidence-based practice is an important component of effective clinical management. This course allows students to develop skills in applied statistics and research while learning to critically examine healthcare information from a variety of sources, including but not limited to professional journals, governmental reports and public media.

HCA 330  INTRODUCTION TO MANAGEMENT & STRATEGIC PLANNING  
Credit Hours:  3  
This course explores basic theories and concepts related to management and strategic planning. Topics include healthcare management, conflict management and resolution, effective communication in the workplace, and strategic planning tools and processes.

HCA 340  FUNDAMENTALS OF FINANCIAL OPERATIONS  
Credit Hours:  3  
Prerequisites: HCA 470
Although healthcare organizations serve as community resources, they are also complex businesses and their success depends on managers who understand and can apply key financial principles. This course provides a foundation of accounting principles, concepts and techniques that are necessary for management of healthcare facilities. Students examine the tools and models available to healthcare managers that assist in financial decision support as well as resource allocation.

**HCA 420  CLINICAL OPERATIONS**  
Credit Hours:  3  
With healthcare spending on the rise and the demand for services continuing to increase, improvements in the quality and efficiency of healthcare delivery are urgently needed. This course explores opportunities for improvement in design and management of healthcare operations. Specific focus is on creating an environment of smooth patient flow by focusing on cycle times, measuring productivity, tracking outcomes and performance metrics, and general improvement in health management processes through risk analysis and mitigation.

**HCA 430  PROFESSIONAL COMMUNICATION**  
Credit Hours:  3  
(Cross-listed as HPR 430, HST 430)  
This course focuses on the particular ways in which writers apply the writing process to genres used regularly by healthcare professionals and utilize research to enhance patient outcomes. Writing assignments will develop students’ skills in writing formal correspondence, completing proposals, including effective visual components in formal documents, and completing “Research Evaluation and Utilization Reports”, which include recommendations for evidence-based practice in particular settings.

**HCA 450  APPLIED BUSINESS ETHICS IN HEALTHCARE**  
Credit Hours:  3  
Healthcare organizations provide services to the community to ensure the health and well-being of the public, but they are also businesses and employers, and as such must walk the tightrope between financial success and living their mission and values. This course emphasizes the legal and ethical responsibilities of healthcare professionals, particularly in the role of clinical manager. Topics covered include ethical decision making, conflict of interest situations, professional standards, codes of ethics, confidentiality and HIPAA. Ethical management of medical errors and strategies for resolution of clinical issues are also addressed.

**HCA 465  SURVEY OF US HEALTHCARE SYSTEMS**  
Credit Hours:  3  
(Cross-listed as HST 465)  
Healthcare professionals need to have an understanding of the interaction of U.S. healthcare policies and public health science to be able to act as change agents in their professions. How do health professionals access this information, analyze and react in ways that will improve the health and wellness of their patients? This course will inform and ask the student to respond to the dynamic area of U.S. healthcare systems.

**HCA 470  CLINICAL FINANCIAL MANAGEMENT**  
Credit Hours:  3  
Healthcare is unique in the way it is financed. An understanding of the issues surrounding third-party payment, government programs and payment methodologies requires special effort and special resources. This course explores the importance of practice and hospital information systems (e.g., billing, claims processing, electronic medical records, e-prescribing and productivity) as they relate to financial management of operational systems. The specific focus is on how technology supports management of patient data, receivables, and working with various types of revenue streams.

**HUMANITIES**

**HUM 150  THE WORLD OF IDEAS: CRITICAL REASONING AND RHETORIC**  
Credit Hours:  3  
Prerequisites: HUM 150 is to be taken in the first semester, unless designated in the second semester by the program of study
There is a strong relationship between thinking clearly and expressing thoughts in formal writing and public speaking. Using the skills of logic and critical thinking, students will examine ideas, analyze and evaluate the arguments of others, and advocate for their own ideas. Students will be introduced to the NMC Portfolio process.

**HUM 152 PORTFOLIO INTRODUCTION**  
Credit Hours:  1  
Prerequisites: Either entered NMC with a bachelor’s 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 HUM150: Critical Reasoning and Rhetoric. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes.

**HUM 155 PORTFOLIO TRANSITION**  
Credit Hours:  0  
This zero-credit course is designed for students who transfer from the accelerated nursing program to the traditional nursing program in their senior level. The purpose of this online course is to introduce students to the Educated Citizen Core Curriculum and NMC Portfolio requirements for traditional BSN students. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes so they are prepared for the final presentation to be given in SS 465 Capstone: The Educated Citizen.

**HUM 205 REFLECTIVE PRACTICE**  
Credit Hours:  1  
Prerequisite: HUM 150 or HUM 152  
This course will engage students in reflective practice through the exploration of various models related to the skills of a reflective practitioner. Students will explore theories of knowledge generation and then apply reflective processes to clinical experiences, thereby exploring their progress in the goals of the Educated Citizen. Reflective practice theories and models may include: Donald Schon (reflection-in-action and reflection-on-action), Critical Incident Technique, Evidence-Based Practice, Fishbone Diagram/Ishikawa Diagram, and Critical Reflection (DEAL Model by Ash and Clayton).

**HUM 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.

**THE WORLD OF IDEAS: THE ARTS**  
**HUM 220 EXPERIENCING HUMANITIES**  
**HUM 221 HUMANITIES INTERPRETATION**  
**HUM 222 ENGAGING THE SHORT STORY**  
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.

**THE WORLD OF IDEAS: HISTORICAL PERSPECTIVES**  
**HUM 255 SURVEY OF HISTORY: THE ANCIENT WORLD THROUGH EUROPEAN EXPLORATION**  
**HUM 256 THE HISTORY OF WESTERN MEDICINE**  
**HUM 257 A SEARCH FOR THE TRUTH BY CHALLENGING THE PRESENT AND DEMANDING A NEW FUTURE**  
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.
THE WORLD OF IDEAS: HUMAN CONNECTION
HUM 270  SPIRITUALITY
HUM 271  WORLD RELIGIONS
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.

MEDICAL ASSISTANT

CMA 100  MEDICAL TERMINOLOGY
Clock Hours:  20
Prerequisites: Enrollment in CMA 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.

CMA 110  STRUCTURE AND FUNCTION OF THE HUMAN BODY
Clock Hours:  80
Prerequisites: Enrollment in CMA program
Transfer credit accepted: 5 cr College Human Anatomy/Physiology
This course includes the basic study of human anatomy and physiology by examining cell function, tissues, the skeletal, muscular, and nervous systems, and the structure and function of the digestive, urinary, circulatory, respiratory, lymphatic, endocrine, and reproductive structures.

CMA 120  FUNDAMENTALS OF MEDICAL ASSISTING I
Clock Hours:  30
Prerequisites: Enrollment in CMA 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.

CMA 155  APPLIED MATH CONCEPTS
Clock Hours:  20
Prerequisites: Enrollment in CMA program
No transfer credit accepted. May be challenged by a passing grade on the math competency examination administered at the time of the first class.
This course includes a basic math review that includes fractions, decimals, Roman numerals, ratio and proportions, and measurement systems utilized in health care.

CMA 160  WRITTEN COMMUNICATION
Clock Hours:  30
Prerequisites: Enrollment in CMA 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.
CMA 175 PRINCIPLES OF LIFESPAN DEVELOPMENT
Clock Hours: 20
Prerequisites: Enrollment in CMA program
Transfer credit accepted: 3 cr Lifespan Psychology
This course introduces concepts related to the ongoing developmental process of the human lifespan including physical, psychosocial, cognitive, and personality development.

CMA 177 MEDICAL ASSISTANT BRIDGE COURSE
Clock Hours: 20-80
This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

CMA 205 HUMAN DISEASES & DISORDERS
Clock Hours: 60
Prerequisites: All Term I courses
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.

CMA 225 FUNDAMENTALS OF MEDICAL ASSISTING II: CLINICAL SKILLS /PROCEDURES
Clock Hours: 40
Prerequisites: All Term I courses
No transfer credit accepted
This course is a continuation of CMA 120. It includes discussions and applications involving the preparation of the patient for routine and specialty examinations and procedures, and the assisting of the physician in these routine and specialty exams. The course will cover the specialties of Ophthalmology and Otolaryngology, Dermatology, Orthopedic, Endocrinology, Pulmonology, Neurology, Geriatrics, and Cardiology including performing ECG’s.

CMA 230 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT I
Clock Hours: 40
Prerequisites: All Term I courses
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.

CMA 250 ESSENTIALS OF PHARMACOLOGY I
Clock Hours: 30
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.

CMA 263 PERSONAL INTERACTIVE SKILLS FOR THE MEDICAL OFFICE PROFESSIONAL
Clock Hours: 30
Prerequisites: All Term I courses
No transfer credit accepted
This course focuses on professionalism issues in pt. and coworker communication and behaviors. It provides an introduction to verbal and non-verbal techniques necessary for effective communication. Topics include conflict resolution, personal boundaries, elements of professional communication and barriers to effective communication.

**CMA 277 MEDICAL ASSISTANT BRIDGE COURSE**
Clock Hours: 20-80
This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**CMA 328 FUNDAMENTALS OF MEDICAL ASSISTING III**
Clock Hours: 40
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of CMA 120 and CMA 225. Students discuss and apply the preparation of patients for routine and specialty exams and the techniques needed to assist the physician with these exams and procedures. This course includes the preparation for assisting with minor surgeries and other sterile procedures. The specialty areas covered in this course include diagnostic imaging, gastroenterology, urology and male reproduction, obstetrics and gynecology, pediatrics, and office surgical care.

**CMA 335 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT II**
Clock Hours: 30
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of CMA 230. Content in this class includes bookkeeping, banking related to office management, billing, personnel and office management, and transcription. Continuation of computerized medical office practice focuses on billing and bookkeeping. An understanding of the uses and functions of office policy and procedure manuals and the revision process of these policies is included.

**CMA 340 MEDICAL LABORATORY TECHNIQUES FOR THE MEDICAL OFFICE**
Clock Hours: 60
Prerequisites: All Term I and Term II courses
All Term I and Term II courses
No transfer credit accepted.
This course introduces the student to basic laboratory skills emphasizing waived tests normally performed in a medical office lab. Emphasis is placed on point-of-care testing and quality control processes related to POCT. The course will cover proper specimen collection, handling, processing, and performance of tests on laboratory specimens. Specimen collection includes venipuncture and capillary draws. All procedures conform to CLIA’88, OSHA, and CLSI standards.

**CMA 353 ESSENTIALS OF PHARMACOLOGY II**
Clock Hours: 30
Prerequisites: All Term I and Term II courses
No transfer credit accepted.
This course is a continuation of CMA 250. This course provides the student with the basic concepts of drug classifications, drug actions and indications. Drug dosage of frequently prescribed drugs, along with their contraindications and precautions for use are included. Medication and immunization documentation will be preformed. An overview of the principles of IV medication administration and technique will also be discussed. Students will also demonstrate a maintained competency in giving injections as completed in Essentials of Pharmacology I.

**CMA 365 APPLIED ETHICS AND LAW FOR THE MEDICAL ASSISTANT**
Clock Hours: 20
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.

**CMA 370    INSURANCE & MEDICAL CODING FOR THE MEDICAL OFFICE**
Clock Hours: 20
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.

**CMA 377    MEDICAL ASSISTANT BRIDGE COURSE**
Clock Hours: 20-80
This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**CMA 400    CLINICAL EXTERNSHIP**
Clock Hours: 300
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.

**CMA 420    CRITICAL REFLECTION ON EXTERNSHIP**
Clock Hours: 30
Prerequisites: All Term I, Term II, and Term III courses
No transfer credit accepted.
This course will be a hybrid of online activities 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.

**CMA 477    MEDICAL ASSISTANT BRIDGE COURSE**
Clock Hours: 20-80
This course is designed to meet the needs of students who have left the NMC Medical Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Medical Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**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.
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 affect 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.

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.

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.

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.

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.

NURSING

BACCALAUREATE DEGREE COURSES

NRS 100 INTRODUCTION TO COMMUNITY-BASED NURSING
Credit Hours: 2.5
Prerequisites: SCI 225, satisfactory math competency or SCI 025, SCI 103, COM 101
Pre/Corequisites: SCI 226, SCI 280, SSC 101, HU 150, COM 230/245
Co-requisites: NRS 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.

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

NRS 177 NURSING BRIDGE COURSE
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

NRS 202/NRS 202L HEALTH ASSESSMENT ACROSS THE LIFESPAN
Credit Hours: 3
Co-requisite: NRS 220
This course familiarizes students with normal and abnormal health assessment of clients across the lifespan. The course utilizes Gordon’s structural framework as the primary means to organize assessment data and prioritizing nursing diagnoses. Students will identify and utilize the principles of diagnostic reasoning and critical thinking to practice the application of health assessment findings to nursing practice. Students will apply the skills of interview, inspection, palpation, percussion, and auscultation throughout the course as guided by evidence-based practice (EBP). Students will analyze data collected during a complete health assessment. The health assessment data collected consists of a complete health history and physical assessment including laboratory values, the client’s level of wellness, environment, health practices and goals, and psychosocial (including domestic violence), mental, nutritional and transcultural considerations. The student will work to correlate the health assessment data while differentiating the major trends in growth and development and the attainment of developmental milestones comparing the differences of the well, acutely ill, and chronically ill clients across the lifespan.

NRS 220 COMMUNITY-BASED CARE WITH ADULTS
Credit Hours: 4
Prerequisites: All year-one courses except HUM_: World of Ideas
Pre-/Corequisites: SCI 315, SSC 215
Corequisites: NRS 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.

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

NRS 240   COMMUNITY-BASED CARE WITH FAMILIES
Credit Hours:  3.5
Prerequisites: All year-one courses and NRS 220/220C, SCI 315
Pre/Corequisites: SCI 240, HU ___: World of Ideas, SSC 235, SCI 265
Corequisites: NRS 240C, NRS 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.

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

NRS 245   PUBLIC HEALTH SCIENCE I
Credit Hours:  1
Corequisites: NRS 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.

NRS 277   NURSING BRIDGE COURSE
Credit Hours:  1-6
This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

NRS 340   COMMUNITY-BASED CARE ACROSS THE LIFESPAN
Credit Hours:  5
Prerequisites: All year-one and -two courses
Pre/Corequisites: SS 360
Corequisites: COM 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 lifespan. Content focuses on health promotion, illness prevention, maintenance and management of acute and chronic health problems. The differences in communication with clients across the lifespan are examined. The course facilitates professional role development, critical thinking and the use of humanistic/scientific principles and research as the basis of culturally competent care.

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

NRS 345  PUBLIC HEALTH SCIENCE II
Credit Hours: 2
Corequisite: NRS 350 (traditional); NRS 340 (ACE)
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.

NRS 350  ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING
Credit Hours: 4
Prerequisites: All year-one and -two courses, NRS 340, SSC 360
Pre/Corequisites: SS 370, HU 210, COM 320
Corequisites: NRS 345, NRS 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.

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

NRS 377  NURSING BRIDGE COURSE
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience.
The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**NRS 445  NURSING THE GLOBAL SOCIETY**
Credit Hours:  3  
Prerequisites: All year-one, -two and -three courses, COM 320  
Corequisites: NRS 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.

**NRS 450  COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFESPAN**
Credit Hours:  4  
Prerequisites: All year-one, -two and -three courses  
Pre/Corequisites: NRS___:  Non-Clinical Nursing Elective, HU ____ World of Ideas (Completion of 2 out of 3 World of Ideas Courses)  
Corequisites: NRS 445  
This course focuses on the application of theory when caring for complex, high-risk clients across the lifespan. Students build upon research findings and previous knowledge to further develop critical thinking skills through the advanced nursing concepts presented in the course. Students examine the roles of professional caregiver, teacher and manager with families in an interdependent world. Students expand strategies for dialogue, collaboration and advocacy within an increasingly complex global health care environment.

**NRS 450C  CLINICAL PRACTICUM**
Credit Hours:  5  
Corequisites: NRS 450  
This clinical practicum provides opportunities for students to apply culturally diverse, holistic care with high-risk families across the lifespan. In the delivery of nursing care, students provide collaborative, complex care with families along the continuum of well being. When providing care in the changing health care environment, students promote autonomy, altruism, human dignity, integrity and social justice.

**NRS 462  COMMUNITY-BASED CARE: COMPLEXITY OF AGING**
Credit Hours:  1.5  
Prerequisites: All year-one, -two, -three courses and NRS 445, NRS 450  
Pre/Corequisite: HU______:  World of Ideas  
Corequisites: NRS 462C, SSC 465  
This course focuses on the synthesis of humanistic/scientific principles and research in the care of the older adult with complex needs. Students use critical thinking skills to examine professional nursing care in the areas of health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation in the changing environments of the older adult. Holistic concepts including spirituality, sexuality, end-of-life and economics are expanded. The roles of the professional nurse in meeting the mutually identified needs of the older adult in the community are evaluated.

**NRS 462C  CLINICAL PRACTICUM**
Credit Hours:  1.5  
Corequisites: NRS 462  
The clinical practicum facilitates student implementation of the nursing process in the care of the older adult with complex needs. Dialogue and collaborative partnerships with clients and health care providers assist students to assume professional roles in complex health care with older adults. Ethical/legal accountability and responsibility are practiced through the roles of facilitator, collaborator, teacher, advocate, change agent, case manager, as well as care provider.

**NRS 470  SENIOR SYNTHESIS**
Credit Hours:  1  
Prerequisites: All year-one, -two, -three courses and NRS 460
Pre/Corequisites: HU__: World of Ideas
Corequisites: NRS 470P, SSC 465

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.

**NRS 470P  SENIOR PRECEPTOR PRACTICUM**
Credit Hours: 2
Corequisites: NRS 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.

**NRS 477  NURSING BRIDGE COURSE**
Credit Hours: 1-6

This course is designed to meet the needs of students who have left the NMC Nursing Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Nursing Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**NURSING NON-CLINICAL ELECTIVES**

**NRS 312  INFECTIOUS DISEASES: DON’T BUG ME**
Credit Hours: 2
Prerequisite: NRS 220

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.

**NRS 325  CURRENT TRENDS AND CONTROVERSIES IN TRANSPLANTATION**
Credit Hours: 2
Prerequisite: NRS 340

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.

**NRS 358  PARISH NURSING: BASIC PARISH NURSE PREPARATION**
Credit Hours: 2
Prerequisite: NRS 220

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.

**NRS 361  PAIN MANAGEMENT**
Credit Hours: 2
Prerequisite: NRS 240

In this course, students focus on a greater in-depth knowledge of pain management. Students explore: neurophysiology of pain transmission/modulation; possible influence of psychosocial factors; pain assessment across the lifespan;
differential aspects of acute and chronic pain; and the pharmacological and non-pharmacological interventions available in the management of pain. Professional responsibility and legal and ethical accountability for provision of pain management is emphasized through the study of nurses’ attitudes toward pain including common prejudices and myths. Students examine leadership and teaching roles that use appropriate communication, caring concepts and change strategies to facilitate effective pain management in selected groups and families in the community.

NRS 362 EMPOWERING THE PROFESSIONAL NURSE
Credit Hours: 2
Prerequisite: NRS 240
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.

NRS 363 PERSPECTIVES ON GRIEF & SUFFERING
Credit Hours: 2
Prerequisite: NRS 220
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.

NRS 364 A SURVEY OF COMPLEMENTARY AND ALTERNATIVE THERAPIES IN NURSING
Credit Hours: 2
Prerequisites: NRS 220
This course, based on holism and caring theory, examines complementary and alternative therapies in nursing as an important aspect of patient care related to health maintenance and/or illness care. Cultural aspects as well as credibility issues related to specific therapies are investigated. Using current evidence-based information and research, students focus on integrating complementary and alternative therapies into the changing health care environment.

NRS 365 HISTORY OF NURSING SEMINAR
Credit Hours: 2
Prerequisite: NRS 220
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.

NRS 366 WOMEN’S HEALTH ISSUES
Credit Hours: 2
Prerequisite: NRS 240
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.

NRS 367 VIOLENCE IN SOCIETY
Credit Hours: 2
Prerequisite: NRS 340
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.
NRS 368  GENETICS FOR NURSING PRACTICE  
Credit Hours: 2  
Prerequisite: NRS 240  
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.

NRS 369  LEADERSHIP DEVELOPMENT  
Credit Hours: 2  
Prerequisite: NRS 240  
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 or permission by instructor.  
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.

NRS 371  BIO-PSYCHOSOCIAL PERSPECTIVES OF INTIMATE PARTNER VIOLENCE  
Credit Hours: 2  
Prerequisite: NRS 240  
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.

NRS 399  IMMERSION EXPERIENCE  
Credit Hours: 2  
Prerequisite: NRS 220 (Laredo), NRS 240 (Rosebud)  
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

NRS 280  LPN TRANSITION  
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.

NRS 280C  LPN TRANSITION CLINICAL PRACTICUM  
Credit Hours: .5  
Corequisites: NRS 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.
NRS 402  NURSING ASSESSMENT FOR RN'S  
Credit Hours:  3  
Placement: Admission to the RN to BSN Program or RN to MSN Program 
This course discusses theory and concepts of holistic health assessment across the lifespan. Advancement of skills in history taking, health assessment, and health promotion using concepts of evidence-based practice, critical thinking, genetics/genomics, quality and safety to provide caring, culturally-competent professional nursing care are emphasized. Students will collaborate with a preceptor to perform health assessments in a clinical setting.

NRS 430  RN PROFESSIONAL SEMINAR  
Credit Hours:  3  
Placement: Admission to the RN to BSN Program 
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.

NRS 446  COLLABORATIVE NURSING LEADERSHIP IN A GLOBAL SOCIETY  
Credit Hours:  3  
Placement: Accelerated BSN students or Admission to the RN to BSN Program or RN to MSN Program 
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.

NRS 476/476C RN TO BSN COMMUNITY HEALTH NURSING  
Credit Hours:  6  
Placement: Admission to the RN to BSN Program or RN to MSN Program 
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.

NRS 480  COMPLEXITY IN NURSING  
Credit Hours:  3  
Placement: Admission to the RN to BSN Program 
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**

NRS 198  DIRECTED STUDY
NRS 199  INDEPENDENT STUDY
NRS 298  DIRECTED STUDY
NRS 299  INDEPENDENT STUDY
NRS 398  DIRECTED STUDY
NRS 399  INDEPENDENT STUDY
NRS 498  DIRECTED STUDY
NRS 499  INDEPENDENT STUDY
Credit Hours:  All directed and independent study courses may be taken for 1-3 credit hours
Prerequisites: Written permission of Program Director or Associate Dean of Nursing.

Master of Science in Nursing

MSN CORE & CLINICAL COURSES

NRS 508  ISSUES IN ADVANCED NURSING ROLES
Credit Hours:  3
Prerequisites: NRS 509 & NRS 513, or by permission.
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.

NRS 509  ADVANCED NURSING ROLES AND PHENOMENA
Credit Hours:  3
Prerequisites:  To be taken first semester or by permission.
This course facilitates the transition of the nurse into the advanced nursing role. The contributions of five ways of knowing to nursing praxis are examined, and students reflect on the use of these ways in their own practice. To broaden understanding of the concerns of nursing, students explore concept analysis. Students compare and contrast qualitative research traditions/methods as a means to describe phenomena. Students begin to develop their professional portfolio based on program outcomes.

NRS 513  MEASUREMENT AND STATISTICAL CONCEPTS FOR DATA INTERPRETATION
Credit Hours:  3
Prerequisites: NRS 509 or by permission.
In this course, students apply nursing knowledge with theory and statistical methods to broaden understanding of nursing concepts and nursing outcomes. Measurement principles, descriptive statistics and relationships between variables are explored to better comprehend nursing and nursing phenomena. Using the framework of disparity and risk in a specific population, students apply content on variable association. Reports using statistics to compare groups and measure patient improvement over time are analyzed for implications for patient populations.

NRS 517  CRITICAL APPRAISAL OF KNOWLEDGE FOR PRACTICE
Credit Hours:  3
Prerequisites: NRS 509 & NRS 513, or by permission.
The purpose of this course is understanding of research processes and interpretation of statistics to make accurate critical appraisals. Students apply the process of drawing conclusions, finding implications, and making recommendations based on an appraised study. The relative merits of studies are judged for answering a particular research question. Questions of the fit of evidence or theory within an identified agency or institutional setting are explored.

NRS 519  SYNTHESIS AND USE OF KNOWLEDGE FOR EVIDENCE-BASED PRACTICE
Credit Hours:  3
Prerequisites: NRS 509, NRS 513 & NRS 517, or by permission.
Students will collaborate in groups to search for and synthesize evidence to answer an educational, administrative, or practice PICO question. Major sources of research and best practices guidelines are identified. Students use practice sites to examine theory and strategies to promote change and improve outcomes during the implementation of a recommendation. Elements of evaluation of a) the adoption of innovation and b) the improvement in outcomes are discussed.
NRS 592 CAPSTONE I
Credit Hours: 2
Pre- or Corequisites: NRS 523 & NRS 558 or by permission.
In this first course of the capstone sequence, students will synthesize concepts related to research, practice, education and leadership content as well as experiences learned throughout the master’s programs of study. Groups of students will collaboratively begin a group-selected evidence-based project. Emphasis is placed on the process of identifying a nursing problem (PICO [T]), searching and critically appraising the literature with development of a summary matrix table.

NRS 594 CAPSTONE II
Credit Hours: 2
Prerequisites: NRS 592
Corequisites: NRS 524 & NRS 559 or by permission.
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 programs of study. Groups of students will collaboratively complete the group-selected evidence-based project begun in NS 592. 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

NRS 516 TEACHING-LEARNING PRINCIPLES FOR NURSING EDUCATION
Credit Hours: 3
Prerequisites: NRS 509 & NRS 513, or by 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 topics.

NRS 518 INSTRUCTIONAL METHODS
Credit Hours: 3
Prerequisites: NRS 509, NRS 513 & NRS 516, or by permission.
This course analyzes teaching strategies and modalities relevant to classroom, online and clinical teaching in nursing education. Fundamental concepts and principles in educational and psychological measurement of learning are explored.

NRS 523 CURRICULUM/PROGRAM DEVELOPMENT & EVALUATION
Credit Hours: 4
Prerequisites: All program course work except NRS 524.
Corequisites: NRS 592
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.

NRS 524 PRACTICUM IN NURSING EDUCATION
Credit Hours: 4
Prerequisites: All program course work is prerequisite or by permission.
Corequisites: NRS 594
Working with a preceptor during 126 contact hours, students have the opportunity to synthesize learning and experiences into strategies and designs for nursing education. Multiple teaching-learning theories, designs, and strategies are employed. Included in this practicum is direct contact with undergraduate students in the classroom and clinical environment for those students with less than three years of teaching experience. For those students with more than three years of teaching experience in both the classroom and clinical environment, practicum experiences expand competencies related to the nurse educator role.

NRS 546 ADVANCED HEALTH ASSESSMENT/PATHOPHYSIOLOGY/PHARMACOLOGY
Credit Hours: 3
Prerequisites: Admission to the MSN Program or by permission. This course provides the theoretical foundation to obtain a complete and accurate health database, including history and holistic assessment, across the lifespan. Physiologic changes and clinical manifestations that occur as a result of disease, as well as drug therapy used to treat or affect health status are integrated to facilitate critical analysis of collected assessment data and support clinical decision-making. Precepted clinical experience allows for practical application of course theory.

**NURSE EXECUTIVE TRACK**

**NRS 550 ORGANIZATIONAL BEHAVIOR AND STRUCTURE**
Credit Hours: 3
Prerequisites: NRS 509 & NRS 513, or by 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 and concepts related to motivation, change, chaos, complexity, crisis, communication, team building, healthy work environments, toxic organizations, conflict resolution, and organizational development, structure, and culture will be explored.

**NRS 552 ROLE OF THE NURSE EXECUTIVE I**
Credit Hours: 3
Prerequisites: NRS 509, NRS 513 & NRS 550, or by 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, power, risk-taking, decision-making, reflective practice, emotional intelligence, and competence, forces of magnetism, AONE and IOM competencies, and personal and professional responsibility and accountability will be discussed.

**NRS 554 ROLE OF THE NURSE EXECUTIVE II**
Credit Hours: 3
Prerequisites: NRS 509, NRS 513 & NRS 550, or by permission.
This course will focus on the directing and controlling or human resource management (HRM) aspects of the management process. Under the umbrella of quantum and transformational leadership, topics to be covered include delegation, motivation, staffing, empowerment, employee engagement, recruitment and retention strategies, employee selection, performance evaluation, compensation, staff development, coaching/mentoring, disciplinary action, cultural competence and diversity in the workplace, and legal issues associated with human resource management.

**NRS 558 ROLE OF THE NURSE EXECUTIVE III**
Credit Hours: 4
Prerequisites: All program course work except 559 or by permission.
Pre/Co requisites: NRS 592
The history of health care reimbursement, economics and health care, accounting principles and information systems for data retrieval will serve as the introduction to budget principles, development, variances, and strategies. Strategic management, business plans, cost-benefit analysis, cost-effectiveness analysis, collective bargaining, productivity, marketing, staffing, and patient classification systems will be discussed from a financial perspective. Students will use Excel for solving financial problems and budgeting exercises.

**NRS 559 PRACTICUM: MANAGEMENT, IMPROVEMENT, AND EVALUATION IN HEALTH CARE ORGANIZATIONS**
Credit Hours: 4
Prerequisites: All program course work or by permission.
Pre/Co requisites: NRS 594
Each student will choose a health care setting (acute care, long term care, etc.) to work 126 contact hours with a nurse executive/administrator who will serve as a preceptor. Throughout this course, the student will synthesize management and leadership principles into the nurse executive role. The student must identify a project or topic for improvement,
develop a strategy for improvement, use evidence and theory to support the proposed improvement strategy, implement and evaluate the improvement strategy and share the findings and outcomes of the project.

**PHYSICAL THERAPIST ASSISTANT**

**PTA 100  INTRODUCTION TO PHYSICAL THERAPY**
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. Expectations for professional behavior and ethical practice within the field are made explicit. The role and scope of members of the physical therapy team are examined, and major areas of practice are explored. Roles of other members of the health care team are presented, along with team approaches that exist in health care. Communication and human relations, including individual and cultural differences, are discussed as they relate to the health care field. The course also introduces the topics of confidentiality, quality assurance, licensure, applied medical terminology, documentation, basic research procedures, evidence based practice and current issues affecting the field.

**PTA 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.

**PTA 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.

**PTA 120  THERAPEUTIC EXERCISE I WITH LAB**
Credit Hours:  3
Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 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.

**PTA 130  THERAPEUTIC MODALITIES WITH LAB**
Credit Hours:  4
Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 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.

**PTA 177  PHYSICAL THERAPIST ASSISTANT BRIDGE COURSE**
Credit Hours:  1-6
This course is designed to meet the needs of students who have left the NMC Physical Therapist Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Physical Therapist Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.
PTA 180  CLINICAL EXPERIENCE I
Credit Hours:  1
Prerequisites: PTA 120, PTA 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 arts and sciences and PTA program courses are applied in the clinical setting.

PTA 200  CLINICAL EXPERIENCE II
Credit Hours:  4
Prerequisites: PTA 180, SCI 206
This course provides clinical observation, application and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Students hone skills practiced in the first year of the Program, and take a more active role in patient treatment, education, and communication with members of the healthcare team in the clinic and with their peers through discussion board assignments. Tools used in the clinical setting for quality assurance are explored in a formal paper.

PTA 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.

PTA 215  PEDIATRIC AND NEUROLOGIC 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 lifespan. Concepts include: fundamentals of nervous system operation, motor development, motor control and motor learning, positioning and handling, components of sensory, motor and functional data collection, and application and progression of mobility training and therapeutic interventions for pediatric and neurologic patients.

PTA 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.

PTA 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.

PTA 230  MEDICAL ETHICS, LAW AND HEALTH CARE ADMINISTRATION
Credit Hours:  3
This course includes classroom instruction, group discussion and case studies in legal and ethical issues affecting the practice of physical therapy. In addition, various administrative topics, for example; patient confidentiality, proper documentation for demonstration of skilled services as well as how documentation drives compliance and reimbursement will also be covered. The importance of professionalism, professional communication, both written and verbal, will also be stressed throughout this course.
PTA 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 coursework to date is applied in the clinical setting. Students explore evidence-based practice and produce a formal paper on treatment for a patient seen in the clinical setting.

PTA 250  CLINICAL EXPERIENCE IV
Credit Hours:  5
Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.
This course follows PTA 240 and provides continued clinical application and practice of physical therapy procedures in a clinical setting different from PTA 240. Knowledge from previous arts and sciences and PTA courses is applied under the direction and supervision of the Clinical Instructor. Students apply communication skills learned throughout the program in the presentation of a formal in-service at the clinical site.

PTA 277  PHYSICAL THERAPIST ASSISTANT BRIDGE COURSE
Credit Hours:  1-6
This course is designed to meet the needs of students who have left the NMC Physical Therapist Assistant Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Physical Therapist Assistant Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

PTA 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, increase knowledge of licensing requirements and develop within the field of Physical Therapy.

RADIOLOGIC TECHNOLOGY

RAD 107  RADIOLOGY FUNDAMENTALS AND CLINICAL ASSESSMENT
Credit Hours:  3
Prerequisites: Program Admission
This course introduces the field of radiology and basic skills required to perform duties in a patient care environment. Topics include patient care in the radiology department, vital signs, specific laboratory test, infection control, sterile procedures, and contrast media. The student will also be required to complete a CPR class in conjunction with this course.

RAD 115  RADIOGRAPHIC IMAGING I
Credit Hours:  3
Prerequisites: RAD 107
This course presents a foundation of knowledge regarding the creation and recording of radiographic images, including the factors that dictate the nature and outcomes of the process. The student will understand photon interaction, visual perception of a radiograph, prime factors affecting radiographic quality, and the influence of body habitus and pathology in radiology. This course introduces the student to the concepts associated with radiation protection for the patient, public, and personnel. The student will examine analog film properties, beam restrictors, filters, intensifying screens, and grids.

RAD 121  RADIOGRAPHIC PROCEDURES/POSITIONING I
Credit Hours:  2
Prerequisites: RAD 107
This course introduces the student to radiographic positions and procedures related to the thoracic cavity, abdominal, and appendicular skeleton. Radiographic procedures include chest, abdomen, upper extremity, shoulder girdle, and lower
extremity. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

**RAD 121L  RADIOGRAPHIC PROCEDURES/POSITIONING I LAB**
Credit Hours: 2  
Prerequisites: RAD 107  
This course compliments RAD121 and demonstrates the practical application of radiographic positioning of the thoracic cavity, abdominal, and appendicular skeleton. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

**RAD 122  RADIOGRAPHIC PROCEDURES/POSITIONING II**
Credit Hours: 2  
Prerequisites: RAD 121, RAD 121L  
This course introduces the student to the radiographic positions and procedures related to the pelvis, spinal column including sacrum and coccyx, and bony thorax. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

**RAD 122L  RADIOGRAPHIC PROCEDURES/POSITIONING II LAB**
Credit Hours: 1  
Prerequisites: RAD 121/121L  
This course compliments RAD122 and demonstrates the practical application of radiographic positioning of the pelvis, spinal column, and bony thorax. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

**RAD 140  RADIATION BIOLOGY & PROTECTION**
Credit Hours: 2  
Prerequisites: RAD 115  
This course emphasizes the effects of radiation on living systems and the principles of protection against that impact. This course explores the effect of radiation on the human body, including cells, tissues, and the body as a whole. There is a deep exploration of the biological reactions to radiation, including acute and chronic affects. This course emphasizes the radiographer’s responsibilities for ensuring radiation protection for patients, personnel, and the public.

**RAD 160  CLINICAL PRACTICUM I**
Credit Hours: 3  
Prerequisites: RAD 107  
This course provides an opportunity for the student to learn radiologic technology and related skills in a variety of clinical settings. Students focus on the care and assessment of patients, drawing upon cognitive, affective, and psychomotor skills, while becoming acclimated to the clinical environment. Both the observation and performance of medical imaging occurs under the supervision of a registered radiologic technologist. During this semester, students must attain identified competency levels.

**RAD 162  CLINICAL PRACTICUM II**
Credit Hours: 2  
Prerequisites: RAD 160  
This course provides clinical experience geared to the attainment of designated competencies. The clinical learning process concentrates on imaging procedures applicable to the axial skeleton. Student concentration on outcome assessment and their mastery of co-requisite radiographic positioning skills presented in RAD121/RAD121L continues during this clinical experience.

**RAD 165  RADIOGRAPHIC IMAGING II**
Credit Hours: 3  
Prerequisites: RAD 115  
This course presents information geared towards the analysis of actual radiographic images including the properties associated with density, contrast, film sensitometry, recorded detail, and distortion. Students learn techniques for overcoming problems in evaluating images and come to appreciate the importance of minimum standards for imaging and the factors that can enhance or diminish image quality. The student will also emerge from the course with a solid
understanding of radiographic, fluoroscopic, and tomographic equipment requirements and design. A comparison of analog to computed/digital radiographic systems will be compared along with factors that govern radiographic technique selection.

RAD 177 RADIOLOGIC TECHNOLOGY BRIDGE COURSE
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Radiologic Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Radiologic Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

RAD 210 RADIOGRAPHIC PATHOLOGY
Credit Hours: 2
Prerequisites: SCI 200, SCI 206, RAD 121, RAD 121L, RAD 122, RAD 122L
Co-requisites: RAD 220, RAD 220L
This course introduces the student to the radiographic appearance of disease and clinical manifestations. An overview is presented on all major body systems, including common radiographic pathologies identified in the profession.

RAD 215 RADIOGRAPHIC IMAGING III
Credit Hours: 3
Prerequisites: RAD 165
This course explores the natural process behind x-ray production. Topics include electrodynamics, magnetism, generators and motors, production and control of high voltage, x-ray circuitry, and the properties of x-rays. Course discussion will also include total quality management of a radiology department, exploring the theory and practice of quality assurance. The use of department quality assurance test tools, interpretation of results, and management of a quality assurance program through record keeping is presented.

RAD 220 RADIOGRAPHIC PROCEDURES/POSITIONING III
Credit Hours: 2
Prerequisites: RAD 122, RAD 122L
This course introduces the student to the radiographic positions and procedures related to the digestive system, urinary/reproductive, and headwork to include skull, facial bones, and paranasal sinuses. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed. This course will also introduce students to proper venipuncture techniques.

RAD 220L RADIOGRAPHIC PROCEDURES/POSITIONING III LAB
Credit Hours: 1
Prerequisites: RAD 122, RAD 122L
This course compliments RAD220 and demonstrates the practical application of radiographic positioning of the digestive system, urinary system, and radiographic headwork to include skull, facial bones, and paranasal sinuses. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

RAD 260 MEDICAL ETHICS AND LAW
Credit Hours: 1
Prerequisites: RAD 107
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.

RAD 261 CLINICAL PRACTICUM III
Credit Hours: 4
Prerequisites: RAD 162
This course centers on the attainment of competencies that require higher levels of cognitive, affective, and psychomotor skills. Surgical radiographic procedures and fluoroscopy of physiological body systems are enhanced during this learning experience. Students gain a mastery of knowledge garnered from previous clinical assignments, focusing particularly on objective assessment of their acquired skill levels.

**RAD 262 APPLIED SECTIONAL ANATOMY AND IMAGING**
Credit Hours: 1
Prerequisites: RAD 121, RAD 121L, RAD 122, RAD 122L, RAD 220, RAD 220L
This course introduces the student to an understanding of the relationships of 3-dimensional anatomy to basic normal findings in Radiology, CT, and MRI. Radiology imaging related to the anatomical areas being covered each week will be highlighted in class but require student-directed and/or team-directed self study. Working in small groups will promote a 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 the Radiographic Pathology course.

**RAD 263 CLINICAL PRACTICUM IV**
Credit Hours: 4
Prerequisites: RAD 261
This course continues to center on student attainment of clinical competencies with various radiographic procedures. The student will continue to complete radiographic procedures under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired.

**RAD 265 CLINICAL PRACTICUM V**
Credit Hours: 3
Prerequisites: RAD 263
During this course of instruction, students attain completion of all clinical competencies as mandated by the American Registry of Radiologic Technologists (A.R.R.T.). Clinical attainment of radiographic procedures continues under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired. Students diversify their clinical knowledge as they explore additional learning opportunities in other advanced imaging modalities.

**RAD 270 RADIOGRAPHIC SEMINAR**
Credit Hours: 3
Prerequisites: Completion of all radiography professional coursework, excluding RAD 255 and RAD 222 taken concurrently this semester.
This course is designed as a capstone learning experience for the student in preparation of sitting for the A.R.R.T. certification examination in radiography. Students prepare for professional employment and continuous learning by integrating and synthesizing their professional knowledge, skills, and attitude. Students demonstrate competencies for professional employment at the entry-level and the capacity to pursue lifelong professional growth.

**RAD 277 RADIOLOGIC TECHNOLOGY BRIDGE COURSE**
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Radiologic Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Radiologic Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**RAD 280 PRINCIPLES OF COMPUTED TOMOGRAPHY (CT)**
Credit Hours: 2
Prerequisites: RAD 262
This course presents the information necessary to the practice of Computed Tomography. This course includes 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.

RESPIRATORY CARE

RCP 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.

RCP 177 RESPIRATORY CARE BRIDGE COURSE
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 placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

RCP 200 INTRODUCTION TO RESPIRATORY CARE CLINICAL PRACTICE I
Credit Hours: 4
Prerequisites: SCI 116
Corequisites: RCP 125, RCP 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.

RCP 210 CARDIOPULMONARY PHYSIOLOGY
Credit Hours: 3
Prerequisites: SCI 103, SCI 110, SCI 116, SCI 175, SCI 280
Corequisites: RCP 125, RCP 200, SCI 206
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.

RCP 220 RESPIRATORY CARE CLINICAL PRACTICE II
Credit Hours: 6
Prerequisites: RCP 200, RCP 210
Corequisites: RCP 240, RCP 260, SCI 206
This course is a continuation of RCP 200. Students will complete clinical rotations in therapeutic modalities, surgery, ECG and pediatrics. Students are introduced to the adult intensive care unit and will continue to be evaluated in affective skills. Students will participate in weekly clinical discussions and case study presentations.

RCP 240 PRINCIPLES OF RESPIRATORY CARE
Credit Hours: 4
Prerequisites: RCP 200, RCP 210
Corequisites: RCP 220, RCP 260, SCI 206
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.

**RCP 260  MECHANICAL VENTILATION I**
Credit Hours: 3
Prerequisites: RCP 200, RCP 210
Corequisites: RCP 220, RCP 240, SCI 206
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.

**RCP 277  RESPIRATORY CARE BRIDGE COURSE**
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 placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

**RCP 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.

**RCP 300  RESPIRATORY CARE CLINICAL PRACTICE III**
Credit Hours: 6
Prerequisites: RCP 220, RCP 240, RCP 260, SCI 260, RCP 350,
Corequisites: RCP 310, RCP 330, RCP 340, RCP 360
This course is a continuation of RCP 220. Students will complete clinical rotations in diagnostic procedures/monitoring, advanced assessment skills, pulmonary function, adult intensive care and pediatric/neonatal intensive care. Students will participate in weekly clinical discussions and case study presentations and will continue to be evaluated for affective skills.

**RCP 310  MECHANICAL VENTILATION II**
Credit Hours: 4
Prerequisites: RCP 220, RCP 240, SCI 260, RCP 260, RCP 350
Corequisites: RCP 300, RCP 330, RCP 340, RCP 360
This course is a continuation of RCP 260. Emphasis is upon the relationship of specific pathophysiologies and the indications, management and discontinuation of mechanical ventilation. Specific ventilators and their clinical applications are presented and required skills are developed in structured laboratory time.

**RCP 330  CARDIOPULMONARY DIAGNOSTICS & MONITORING**
Credit Hours: 3
Prerequisites: SCI 260, RCP 220, RCP 240, RCP 260, and RCP 350
Corequisites: RCP 300, RCP 310, RCP 340, RCP 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.

**RCP 340  NEONATAL & PEDIATRIC RESPIRATORY CARE**
Credit Hours: 2
Prerequisites: SCI 260, RCP 220, RCP 240, RCP 260, RCP 350
Corequisites: RCP 300, RCP 310, RCP 330, RCP 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.

**RCP 350 PULMONARY REHABILITATION & HOME CARE**
Credit Hours: 1
Prerequisites: RCP 200, RCP 210
Corequisites: RCP 220, RCP 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.

**RCP 360 ISSUES & TRENDS IN RESPIRATORY CARE**
Credit Hours: 1
Prerequisites: SCI 260, RCP 220, RCP 240, RCP 260, RCP 350
Corequisites: RCP 300, RCP 310, RCP 330, RCP 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.

**RCP 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.

**RCP 382 SPECIAL TOPICS 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.

**RCP 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.

**RCP 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.

**RCP 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.
SCIENCES (NATURAL & APPLIED)

SCI 025 MATHEMATICAL CONCEPTS
Credit Hours: Variable (.25 to 1) credit hours (1 to 4 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.

SCI 102 APPLIED NUTRITION
Credit Hours: 3
Prerequisites: None
This course in nutrition is designed for students to acquire a basic knowledge of the elements of nutrition so that informed and appropriate choices can be made resulting in the maintenance or improvement of health for self and others. The content includes times of special need such as energy balance, physical activity, life stages and food safety. It affords the students an overview of the integral part nutrition plays in the health and well being of the individual.

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

SCI 105 ALGEBRA
Credit Hours: 3
Prerequisites: None
This course is designed for students who need to review basic algebra skills. It covers topics including positive and negative real numbers, solving linear equations and their applications, integer exponents, operations with polynomials, factoring, rational expressions, graphing and equations of lines.

SCI 110 INTRODUCTION TO PHYSICS
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. Includes a laboratory.

SCI 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.

SCI 130 ESSENTIALS OF ANATOMY & PHYSIOLOGY I
Credit Hours: 2
Prerequisites: None
This course will introduce the students to basic information required for further study and understanding of anatomy and physiology, which includes terminology, basic principles of chemistry, physics, embryology and histology. The basic structure and function of the integumentary, the nervous the skeletal, and the muscular systems are emphasized in this course.

SCI 135 ESSENTIALS OF ANATOMY & PHYSIOLOGY II
Credit Hours: 3
Prerequisite: SCI 130
The basic structure and function of the special senses, endocrine, reproductive, cardiovascular, circulatory, lymphatic, respiratory, digestive, and urinary systems are emphasized in this course.

**SCI 175  COLLEGE MATHEMATICS**
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.

**SCI 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.

**SCI 206  PATHOPHYSIOLOGY/PHARMACOLOGY**
Credit Hours:  4
Prerequisite: SCI 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.

**SCI 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.

**SCI 226  HUMAN ANATOMY & PHYSIOLOGY II**
Credit Hours:  4
Prerequisite: SCI 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.

**SCI 230  PHARMACOLOGY I**
Credit Hours:  1
This foundation course will introduce students to the current scientific, legal and regulatory environments of modern pharmacotherapeutics. The pharmaceutic, pharmacokinetic, and pharmacodynamic phases of drug action will be discussed with an emphasis on how these actions are related to the interaction of drug molecules with specific target proteins (receptors) in the body. The students will consider how these interactions lead to therapy, side effects, adverse effects, and potentially harmful drug interactions.

**SCI 235  PHARMACOLOGY II**
Credit Hours:  2
Prerequisites: SCI 230
This course will provide students the opportunity to apply knowledge base pharmacology principles from Pharmacology I course (SCI 230). There will be a focus on major drug classifications and how pharmacological agents affect the body...
systems. Specific clinically important pharmaceutical agents will be discussed using pharmacological principles that apply to patient education and care. The course will also emphasize on drug interactions, side effects, adverse effects and contraindications of various pharmaceutical agents.

SCI 240  PRINCIPLES & CONCEPTS OF NUTRITION
Credit Hours:  3
Prerequisite: SCI 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.

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

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

SCI 315  PATHOPHYSIOLOGY
Credit Hours:  3
Prerequisites: SCI 103, SCI 225, SCI 226, SCI 280
This course begins with a major focus on cellular functions and pathology, including inflammation, infection, immune response, metabolism and fluid disequilibrium. These concepts serve as the foundation for the course as alterations in various bodily functions are examined. Alterations in body fluid and electrolyte homeostasis; fluid acid-base balance; genetic disorders, carcinogenesis, nematologic, gastrointestinal, urinary, respiratory, cardiac, endocrine, neurological, musculoskeletal functions are emphasized.

SOCIAL SCIENCES

SSC 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.

SSC 215  LIFESPAN PSYCHOLOGY
Credit Hours:  3
Prerequisites: Determined by major
The lifespan perspective involves several basic contentions: development is life-long, multidimensional, multi-directional, plastic, historically embedded, multi-disciplinary and contextual. Three imperative developmental issues are explored: maturation and experience, continuity and discontinuity and stability and change. Students study how humans develop and how they become who they are.
SSC 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.

SSC 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.

SSC 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.

SSC 465 CAPSTONE: THE EDUCATED CITIZEN
Credit Hours: 3
Prerequisites: SSC 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. The focus of the class is on deepening students’ understanding of and facility with social and political systems that impact the health and wellbeing of the community. Students demonstrate their preparation to act as educated citizens through the presentation of their portfolio within the context of this capstone course.

SURGICAL TECHNOLOGY

SUR 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).

SUR 103 INTRODUCTION TO SURGICAL TECHNOLOGY
Credit Hours: 2
Prerequisites: Enrollment in ST Program.
Corequisite: SUR 103L
This course introduces the student to the practice of surgical technology. Students will become familiar with the basic principles of aseptic technique and surgical conscience as it relates to the best practices and patient outcomes. The preoperative roles of the surgical technologist in the circulator and first scrub role will be thoroughly examined. Preoperative patient diagnostic procedures, principles of sterilization, patient transport, positioning, skin preparation and draping of the surgical patient are included. Surgical and aseptic technique during the preoperative and intraoperative phases of the operative procedure is included in this course. Students will gain knowledge of suture and surgical instrumentation utilized during the intraoperative process and will perform basic general case preparation with
understanding of patient disease process, procedural steps, and technique necessary for optimal patient outcomes. Students will research, formulate, and present individual and group projects to enhance learning of the course material. Students will be introduced to the physical principles of mechanics, heat, sound, electricity, magnetism and light as they apply to the operation of laser, robotic, and electrical surgical equipment. The laboratory setting will be used to reinforce material taught didactically. Students will be asked to engage in personal reflection and peer review of laboratory skills. Students must successfully complete performance competency in this course. Professional expectations, standards, and behaviors of the perioperative team members will be introduced during this course. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

SUR 103L INTRODUCTION TO SURGICAL TECHNOLOGY LAB
Credit Hours: 1
Prerequisites: Enrollment in ST Program.
Corequisite: SUR 103
In the laboratory setting, the student will identify surgical instrumentation and learn how to utilize specialized equipment as well as demonstrate the skills that are necessary to successfully perform in the role of the surgical technologist in the clinical setting while under the supervision of O.R. personnel in the clinical portion of the program.

SUR 120 SURGICAL TECHNOLOGY I W/ LAB
Credit Hours: 6
Prerequisites: SUR 103, SCI 226
This course will expand on the role of the surgical technologist in the scrub role. Case and room preparation, aseptic technique, counts, suture and procedural steps for a wide variety of cases are introduced in this course. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course. The laboratory setting is used to enhance and reinforce material taught didactically. Students will participate in active peer review of laboratory performance. Student must successfully complete clinical performance competency in this course.

SUR 177 SURGICAL TECHNOLOGY BRIDGE COURSE
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Surgical Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Surgical Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

SUR 200 PHARMACOLOGY FOR THE SURGICAL TECHNOLOGIST
Credit Hours: 2
Prerequisites: Math Concepts- competency, SUR 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.

SUR 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.
SUR 212  SURGICAL TECHNOLOGY II/ W LAB  
Credit Hours: 6  
Prerequisites: SUR 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. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course. The laboratory setting is used to enhance and reinforce material taught didactically. Students will participate in active peer review of laboratory performance. Student must successfully complete clinical performance competency in this course.

SUR 220  SURGICAL TECHNOLOGY III  
Credit Hours: 2  
Prerequisites: SUR 212  
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.

SUR 250  ST CLINICAL I  
Credit Hours: 6  
Prerequisites: SUR 120, SCI 103, SCI 226  
Co requisite: SUR 200, SUR 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.

SUR 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.

SUR 265  CORRELATED PATIENT STUDY I  
Credit Hours: 1  
Co requisite: SUR 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.

SUR 268  CORRELATED PATIENT STUDY II  
Credit Hours: 1  
Co-requisite: SUR 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.

SUR 270 ST CLINICAL II
Credit Hours: 6
Prerequisites: SUR 250
Co-requisite: SUR 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.

SUR 277 SURGICAL TECHNOLOGY BRIDGE COURSE
Credit Hours: 1-6
This course is designed to meet the needs of students who have left the NMC Surgical Technology Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Surgical Technology Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.

SUR 280 SURGICAL TECHNOLOGY 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. The course will also emphasize the elements of professional development including professional organizations, leadership, teamwork, certification and continuing education. 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).