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2013-2014
Nebraska Methodist College of Nursing and Allied Health
Omaha, Nebraska

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

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

Catalog Details

The programs, requirements, and policies – including, but not limited to, statements on admission, tuition, fees, and course offerings - contained in this catalog are effective August 5, 2013 and are subject to change at the discretion of the College without notice, obligation or liability. Any changes may also be applied to currently matriculated students. Updates, notifications, and changes are available at the College website, www.methodistcollege.edu.

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

Dennis Joslin, PhD, RN  
President

Deborah Carlson, PhD  
Vice President of Organizational Development

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

Kristine Hess, PhD  
Vice President for Student Affairs

Paul Savory, PhD  
Vice President for Academic Affairs

Administrative Personnel

Amy Clark, PhD  
Dean, Health Professions

Melissa Hoffman, PhD  
Dean of Students

Linda Hughes, PhD, RN  
Dean, Nursing

Mary Lee Lusby, PhD  
Dean, Arts & Sciences
# Academic Program Directors

<table>
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<th>Name</th>
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<tr>
<td>Marjorie Di Lorenzo, MT(ASCP)SH</td>
<td>Phlebotomy Technician Program Coordinator</td>
</tr>
<tr>
<td>Linda Foley, PhD, RN</td>
<td>Director, Graduate Nursing</td>
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<tr>
<td>Marcia Franklin, MSN, RN</td>
<td>Director, Medical Assistant</td>
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<tr>
<td>Christy Grant, AAS, CST</td>
<td>Director, Surgical Technology</td>
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<tr>
<td>Ann Greiman, MOL</td>
<td>Director, Healthcare Business</td>
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<tr>
<td>John Jarosz, MS, RRT</td>
<td>Director, Respiratory Care</td>
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<tr>
<td>Karen Johnson, PhD, RN</td>
<td>Director, Undergraduate Nursing</td>
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<tr>
<td>Rebecca Mathiasen, BS</td>
<td>Director, Sonography</td>
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<tr>
<td>Kara Meisinger, MPH, MCHES, Intrinsic Coach©</td>
<td>Director, Health Promotion Management</td>
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<tr>
<td>Jillian Plymesser, BSN, RN</td>
<td>Co-Director, Professional Development</td>
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<tr>
<td>Kate Rollins, MHA, R.T.(R)(M)</td>
<td>Director, Radiologic Technology</td>
</tr>
<tr>
<td>Shannon Struby, PTA, MA</td>
<td>Director, Physical Therapist Assistant</td>
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<tr>
<td>Susan Ward, PhD, RN</td>
<td>Director of Special Programs, Nursing</td>
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<tr>
<td>Phyllis Zimmermann, MSN, RN</td>
<td>Co-Director, Professional Development</td>
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## Staff Directors

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<tbody>
<tr>
<td>Beth Friedman, MS</td>
<td>Director, Business Operations</td>
</tr>
<tr>
<td>Sara Hanson, BS</td>
<td>Director, Enrollment Services</td>
</tr>
<tr>
<td>Penny James, MA</td>
<td>Director, Financial Aid Office</td>
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<tr>
<td>Rev. Daniel Johnston, MDiv</td>
<td>Director, Spiritual Development and Health Ministry</td>
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<tr>
<td>Kristin Mattson, PhD</td>
<td>Director, Center for Health Partnerships</td>
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<tr>
<td>Ryan Portwood, JD</td>
<td>Director, Education Compliance</td>
</tr>
<tr>
<td>Beverly Sedlacek, MA</td>
<td>Director, John Moritz Library</td>
</tr>
<tr>
<td>Matt Stockfeld</td>
<td>Director, Educational Technology</td>
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<tr>
<td>Melinda Stoner, BS</td>
<td>Director, Student Records and Registration</td>
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## Board of Directors

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

<table>
<thead>
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<th>Company/Institution</th>
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<tr>
<td>Deb Bass</td>
<td>President, CEO</td>
<td>Bass &amp; Associates, Inc.</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Nick Henderson</td>
<td>President, First Nebraska Title</td>
<td>First Nebraska Title</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Loretta Carroll</td>
<td>President, CEO</td>
<td>Carroll Communications</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Bob Herrera, Chairperson</td>
<td>President, CEO</td>
<td>Bass &amp; Associates, Inc.</td>
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<tr>
<td>Michael Chase, Legal Counsel</td>
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<tr>
<td>Baird Holm</td>
<td>President</td>
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<tr>
<td>Kate Dodge</td>
<td>NEI Global Relocation</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Bob Herrera, Chairperson</td>
<td>Superintendent</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Tate Fitzgerald</td>
<td>American National Bank</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Blane McCann</td>
<td>Superintendent</td>
<td>Westside Community Schools</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Reverend Dan Flanagan</td>
<td>Omaha District Superintendent</td>
<td>United Methodist Church NE Conference</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Kerri Petersen</td>
<td>Sherwood Foundation</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Ruth Freed, Ph.D., RN</td>
<td>Director, Clinical Alignment</td>
<td>Nebraska Methodist Health System</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Rebecca Reilly, M.D.</td>
<td>Medical Director - Nebraska Methodist Hospital</td>
<td></td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Alan Gard</td>
<td>Coventry Health Care</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Katie Sanders</td>
<td>Senior Manager</td>
<td>Data Center Operations</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Lee Harlan</td>
<td>Valley, Nebraska</td>
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<tr>
<td>Andrea Skolkin</td>
<td>One World Community Health Centers, Inc.</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Carolyn Harper</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Adam Yale</td>
<td>Red Cedar Capital, LLC</td>
<td>Omaha, Nebraska</td>
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About the College

**FACTS AT A GLANCE**

**About NMC**

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

**Student Success Outcomes**

- 93% freshman retention success through a 'First Year Experience' semester-long transitional program
- One of top two institutions noted for highest graduation rates among all public and private, four-year colleges in Nebraska (4 and 6-year graduation rates)
- $2.6 million in scholarships and grants awarded to students annually
- 2.0% and 3.5% student loan default rates (2-year rate and 3-year rate, respectively)
- 98% job placement for students within 6 months of graduation
- 83%-96% NCLEX (nursing licensing exam) average pass rates for BSN graduates for the past four years
- 90% or higher certification pass rates for students graduating from allied health programs
- 9,000 annual enrollments for continuing education for health care professionals
- 15 student organizations for students to meet new people, improve personal and professional skills, network with local and national professionals, and develop leadership skills
- In compliance with the Higher Education Act of 1965, as amended, Nebraska Methodist College is pleased to report a 4-year graduation rate for bachelor's degree programs of 79% in 2011-2012.

**Academics**

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

**Student Support**

- Student services office with programs and staff to assist students in defining, clarifying, and achieving educational and personal goals
- Academic advisors provide personalized attention to help guide each student in their course of study
- Campus health services with nurse practitioner on staff to ensure future health care professionals receive quality primary and preventive health care
- Full-time counselor to support students with test anxiety, stress management, time management, adjusting to college life, and other personal issues
- Campus ministry to sponsor and support spiritual development
• Tutoring services in writing and other subject areas available from NetTutor
• Campus activities planned throughout the year according to student interests, including sports, musical, social and educational events

Service Committed

• $1.25 million grant award to support Upward Bound program which attempts to increase rates at which its participants complete high school and transition to college
• 1,700 hours of student-involved community service for the 2011 - 2012 academic year
• 83% of student population participated in service-learning, community service, or community-based work in 2011-2012 academic year
• Center for Health Partnerships operation of the Mobile Diabetes Unit in a partnership with Cosmopolitan International
  o Students from across all levels and programs provide diabetes screenings and education to underserved populations in Nebraska, with over 1,000 diabetes screenings in 2011-2012 academic year

MISSION & VALUES

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

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

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

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

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

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

THE JOSIE HARPER CAMPUS

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 Physical Therapist Assistant Laboratory.

The Clark Center, a 75,000 square foot building which opened in January 2006, houses many areas critical to the success of the College such as the Bookstore, Library, Computer Lab, Campus Health Center, Fitness Center, Student Center, and many laboratories and classrooms.

Students can enjoy the convenience of on-campus living at Josie's Village which opened in August 2007. There are 32 one-bedroom units, 34 two-bedroom units and one studio within five buildings on the southwest half of the Josie Harper Campus.

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

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

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

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

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

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

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

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

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

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

**Nursing**
The State of Nebraska Board of Nursing has approved the BSN program for the preparation of students to become registered nurses. Graduates are eligible to take the National Council of State Boards Licensure Examinations (NCLEX-RN). Both the BSN and MSN programs are accredited by: Commission on Collegiate Nursing Education ([CCNE](#)), One DuPont Circle NW, Suite 530, Washington, DC, 20036-1120.

**The Physical Therapist Assistant Program** at Nebraska Methodist College is accredited by the Commission on Accreditation in Physical Therapy Education ([CAPTE](#)) 1111 North Fairfax Street, Alexandria, VA 22314. Phone: 703-706-3245.

**The Medical Assistant Program** is accredited by the Commission on Accreditation of Allied Health Education Programs ([CAAHEP](#)) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE).
The Respiratory Care Program, associate degree, is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, TX 76021. Phone: 817-283-2835.

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

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

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

**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 Methodist Episcopal Deaconesses who came from Chicago, began a training school for six young women. They came with a clear purpose stated in the Articles of Incorporation: “To establish, maintain and conduct a school for the proper training of Christian women as nurses.” As the College moved into its second century of operations, the mission remained 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. Following the name change and the granting of baccalaureate degrees, the college officially became a United Methodist related school in 1995, through the affiliation process of the University Senate of the General Board of Higher Education.

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.
General Admission Information

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

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

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

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

UNDERGRADUATE DEGREE APPLICATION PROCESSES

Undergraduate Admission Criteria

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

Applicants are evaluated on the basis of the following criteria:

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

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

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

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

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.

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 and professionally accredited by ACEN or CCNE.

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

**INTERNATIONAL STUDENT APPLICANTS**

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

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

Health Professions (non-nursing) Admission Criteria

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

Application Process

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

Master of Science in Nursing

Admission Criteria

Option 1 - BSN prepared applicants

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

Option 2 – RN to MSN

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

Application Process

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

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

Admission Criteria

• Master of Science degree in Nursing (MSN) from a state approved program of nursing and professionally accredited by ACEN 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 ADMISSIONS-RELATED INFORMATION

Application/Enrollment Fees

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

Background Investigation and Drug Screening

Clinical facilities require that Nebraska Methodist College perform drug screenings and background investigations on all students before they are permitted to participate in clinical experiences. Therefore, NMC requires any and all students to successfully complete a drug screening and background investigation prior to being permitted to participate in a clinical experience. Further information about the requirements can be found online and at new student orientation. Students enrolled in exclusively online undergraduate and graduate programs are required to submit to background investigations, and may be required to submit to drug screenings depending on the requirements of their respective clinical sites.

Persons who have criminal records, substance abuse problems or health problems that could interfere with safe clinical practice in their chosen discipline may be ineligible for student clinical practice, license and/or professional certification, or employment. However, students with a history of these difficulties are not necessarily precluded from a career in health care, and will therefore be carefully considered for continued enrollment on a case-by-case basis. The College always keeps the interest of the student as a top priority, and reserves the right to dismiss any student that the College feels will not be able to secure a career in their chosen profession as a result of a history of past legal or behavioral difficulties.

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

Matriculation Date

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

Confidentiality of Application Records

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

Immunizations
All students must show proof of required immunizations and complete a pre-entrance health assessment. Please refer to student health requirements by visiting Error! Hyperlink reference not valid. or in the Student Health section of this 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. Students approved to take a clinical course as a non-degree seeking student for credit/audit will be required to satisfy clinical agency requirements, including but not limited to background investigation, drug screen, proof of immunization and may be subject to additional student fees.

Re-Admission of Former Students

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

Re-Admission of Service Members Policy

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

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

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

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

Retention of Records

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

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

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

**Transfer of Credit**

Please see the ‘Credit for Prior Learning’ policy located under the Academic Policies section of the College Catalog.
Financial Obligation Policy

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

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

Graduating Students

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

TUITION, FEES, DEPOSITS AND REFUNDS

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

Tuition

Undergraduate Programs Tuition and Fees

<table>
<thead>
<tr>
<th>Traditional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees per credit hour</td>
<td>$528</td>
</tr>
<tr>
<td>Audit</td>
<td>25 percent of tuition rate</td>
</tr>
<tr>
<td>Credit for Prior Learning</td>
<td>25 percent of tuition rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$575</td>
</tr>
<tr>
<td>Audit</td>
<td>25 percent of tuition rate</td>
</tr>
<tr>
<td>Credit for Prior Learning</td>
<td>25 percent of tuition rate</td>
</tr>
</tbody>
</table>

Accelerated Nursing Program (ACE)

| Tuition/Fees per credit hour                 | $454     |

Graduate Programs Tuition and Fees
Tuition/Fees per credit hour $681
Credit for Prior Learning 25 percent of tuition rate

Post-Master’s Certificate Programs
Tuition/Fees per credit hour $681
Credit for Prior Learning 25 percent of tuition rate

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

Other Fees and Deposits
Application Fee (all programs) $25
Enrollment Fee $60
Student Activity Fee (per semester, allocated to Student Government) $25
Photo ID Card $15
Replacement ID Card $10
Drug Screening (undergraduate program) $30
Background Investigation (undergraduate program) $60
Background Investigation (online nursing) $75
Laboratory Fee for .5 credit labs (SCI 103, SCI 110, SCI 280) $20
Laboratory Fee for 1 credit labs (SCI 200, SCI 225, SCI 226) $30
Student Health Fee:
  (undergraduate programs, fall or spring semester) $50
  (undergraduate programs, summer semester) $25
  (certificate programs, per quarter) $25
Student Health Insurance (fall semester) $606
Student Health Insurance (spring and summer semesters) $793
Student Health Insurance (summer only) $341

Textbooks
Book costs differ depending on the selected program of study. Refer to the program for this information.
## Fees Associated with Specific Programs

### Nursing

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms/Supplies (estimated cost)</td>
<td>$400</td>
</tr>
<tr>
<td>Testing Fee</td>
<td>$100/term</td>
</tr>
<tr>
<td>ACE Testing Fee</td>
<td>$195/term</td>
</tr>
<tr>
<td>TEAS Test</td>
<td>$35</td>
</tr>
<tr>
<td>ACE TEAS + A &amp; P Test</td>
<td>$53</td>
</tr>
</tbody>
</table>

### Medical Assistant

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch/Stethoscope (estimated cost of supplies not included in package price)</td>
<td>$150</td>
</tr>
</tbody>
</table>

### Physical Therapist Assistant

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic Dress Code (polo shirts)</td>
<td>$60</td>
</tr>
<tr>
<td>Mock National PTA Certification Exam</td>
<td>$40</td>
</tr>
<tr>
<td>NPTE Board Prep Course</td>
<td>$100</td>
</tr>
</tbody>
</table>

### Radiologic Technology

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms/Supplies (estimated cost)</td>
<td>$150</td>
</tr>
<tr>
<td>Nebraska Society of Radiologic Technologist (N.S.R.T.)</td>
<td>$30</td>
</tr>
<tr>
<td>Professional 2-Year Student Membership</td>
<td></td>
</tr>
<tr>
<td>Radiation Dosimetry Laboratory Fee (Total)</td>
<td>$50</td>
</tr>
<tr>
<td>Trajecsys (Clinical Records fee)</td>
<td>$150</td>
</tr>
</tbody>
</table>

### Respiratory Care

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care Outcome Exams</td>
<td>$225</td>
</tr>
<tr>
<td>Uniforms/Supplies (estimated cost)</td>
<td>$200</td>
</tr>
</tbody>
</table>

### Sonography

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>$150</td>
</tr>
<tr>
<td>Supplies</td>
<td>$100</td>
</tr>
<tr>
<td>Multispecialty Textbooks</td>
<td>$800</td>
</tr>
<tr>
<td>Cardiovascular Textbooks</td>
<td>$800</td>
</tr>
<tr>
<td>iPad</td>
<td>$400 (appx.)</td>
</tr>
<tr>
<td>ARDMS SPI Examination Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Trajecsys (Clinical Records fee)</td>
<td>$150</td>
</tr>
</tbody>
</table>
Surgical Technology

CST Exam $247
Mock CST Certification Exam $40
Uniform/Supplies (estimated cost) $150
iPad (estimated cost) $400

**REFUNDS**

**Tuition Refunds**

**Procedure to Withdraw**

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

**Withdrawal/Leave of Absence**

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

**FEES FOR SHORT CAREER COURSES**

**Medication Aide Certificate Program**

Course tuition (includes textbook, handouts and competency assessment) $300

In addition, the following items are required:

- watch with a secondhand
- solid color scrubs
- tennis shoes (preferably white)

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 Certificate Program**

Course tuition (includes State Registry exam fee, CPR and 8-16 hours of clinical time) $480
In addition, the following items are required:

- watch with a secondhand
- solid color scrubs
- tennis shoes (preferably white)

Textbook optional (available for checkout from NMC Library or for purchase in NMC Bookstore)

**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)

**HOUSING COSTS AND DEPOSITS (2013-2014)**

**Josie’s Village**

**2013/2014 RATES (Rates begin August 2013)**

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) $10,080 ($4,200 fall semester, $4,200 spring semester, $1,680 summer semester)  
Double Apartment $7,032 ($2,930 fall semester, $2,930 spring semester, $1,172 summer semester)  
Family Apartment (1 bedroom) $9,120 ($3,800 fall semester, $3,800 spring semester, $1,520 summer semester)  
Family Apartment (2 bedroom) $10,800 ($4,500 fall semester, $4,500 spring semester, $1,800 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)  
Family Apartment (1 bedroom) $7,900 ($3,950 fall semester, $3,950 spring semester)  
Family Apartment (2 bedroom) $9,300 ($4,650 fall semester, $4,650 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.
**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.
Nebraska Methodist College students receive over $13 million each year in student financial aid. Funding for this assistance comes from college, state, federal and private sources. In addition, some students apply for and receive scholarships awarded by outside agencies and organizations. The basic types of assistance include scholarships, grants, employment and loans. Some awards are based on financial need while others are not. For details on available funding sources, eligibility criteria, and application procedures, please visit the Scholarships and Financial Aid sections of the NMC website at www.methodistcollege.edu.

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

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

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

**Student Rights and Responsibilities for Financial Aid**

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

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

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

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

To receive federal financial aid for attendance at Nebraska Methodist College, students are required to make academic progress toward completion of a degree or certificate. Satisfactory progress is evaluated once each year at the end of summer 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 Federal Pell Grant, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Stafford Loan, Federal Direct 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**
  - Undergraduate students must maintain a cumulative grade point average (GPA) of at least 2.0.
  - Graduate students must maintain a cumulative GPA of 3.0 or higher.

- **Quantitative – Pace of Progress**
  - All students must successfully complete at least 66.67% of their cumulative attempted credit hours to stay on pace with the Maximum Time Frame requirements.
    - Attempted credits are based on records maintained by the Registrar’s Office. Credits recorded on a student’s academic transcript as attempted credits are treated as attempted credits for this policy.
    - For credits to be considered successfully completed, the student must have received a passing grade.
    - Transfer credits accepted toward the student’s program are included in both the attempted credits and completed credits.
    - Courses for which a student receives a “W”, “WF” or “F” 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 of credits completed, he/she must notify the Financial Aid Office.

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

Suspension/Termination

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

- The student is enrolled in a program longer than two academic years (i.e., a bachelor’s degree program) and does not have a cumulative GPA of at least 2.0 at the end of the second year.
- The student failed to meet either or both the Qualitative and Quantitative standards at the time of the annual review.
- The student has attempted 150% of the credits required for the degree program.

Appeal

A student whose financial aid eligibility was terminated may submit an appeal to the Financial Aid Appeals Committee.

- An appeal must be written or typed and must describe why the student failed to make progress during the past academic year and what has changed in the student’s situation that would allow the student to meet satisfactory academic progress requirements. In addition, the student must submit a copy of an Academic Development 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 academic year. 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 Development Plan by the end of the Probationary Period. A student who fails to make progress under the approved Academic Development Plan will not be allowed to submit another appeal.

Re-establishing Eligibility

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

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

Notification

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

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

To receive federal financial aid for attendance at Nebraska Methodist College, 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 Federal Pell Grant, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Stafford Loan, Federal Direct 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**
  - Clock-hour students must maintain a grade point average (GPA) of at least 2.0 each payment period as well as a cumulative GPA of 2.0 or higher.

- **Quantitative – Pace of Progress**
  - All students must successfully complete 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 meet satisfactory academic progress requirements at the end of the next payment period, and a copy of an Academic Development 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 Development Plan by the end of the Probationary Period. A student who fails to make progress under the approved Academic Development Plan will not be allowed to submit another appeal.

Re-establishing Eligibility
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, Federal Direct Stafford Loans, Federal Direct 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.

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

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

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. Iraq & Afghanistan Service Grant

The school must return a portion of the excess equal to the lesser of:

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

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

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

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

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

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

Scholarships

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

NMC Scholarships

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

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

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

Questions about specific policies?

Ryan Portwood
Director, Education Compliance
Phone: (402) 354-7848
Email: ryan.portwood@methodistcollege.edu

General Policies

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

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

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

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

Air Force ROTC consists of two distinct general courses:

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

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

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

Updated: December 2013

**CONCERNS AND COMPLAINTS**

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

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

Updated: July 2013

**CAMPUS SECURITY INFORMATION**

All campus safety and health policies are located on the web at Error! Hyperlink reference not valid.. 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.  

Updated: July 2013

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

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

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

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

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

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

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

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

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

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

*Updated: July 2013*
COPYRIGHT POLICY

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

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

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

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

EQUAL OPPORTUNITY/NON-DISCRIMINATION

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

The College is committed to complying with all applicable federal, state and local laws relating to equal opportunity, including the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as applicable. The foregoing Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. The ability of individuals to oppose discriminatory practices, and to participate in investigations conducted by the Office of Civil Rights (OCR) and other proceedings, is critical to ensuring equal opportunity in accordance with Federal civil rights laws. It is unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an OCR investigation or proceeding. Thus, once a student, instructor, staff or administration member complains formally or informally to NMC about a potential civil rights violation or participates in an OCR investigation or proceeding, the recipient (NMC) is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individuals complaint or participation.

Under Title IX, discrimination on the basis of sex may constitute sexual harassment or violence - including, but not limited to, rape, sexual assault, sexual battery and sexual coercion. Compliance with Title IX is a share responsibility of an entire institution, from top-level administration to individual staff members. NMC is required to investigate any complaints of gender discrimination. Any and all complaints or queries related to gender discrimination should 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, faculty or staff member who engages in gender discrimination under Title IX may be subject to disciplinary action, which may include termination of employment, dismissal from the College, and criminal penalties. (See the Title IX Sexual Harassment Policy for more information).

Updated: July 2013

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

Definitions:

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

**Disclosure**: to permit access to education records or the personally identifiable information in the records by any means, including oral, written, or electronic means.

**Personally identifiable information**: student's name, parent and family member names, address of student and parent or family members, a personal identifier such as social security number or student number, a list of personal characteristics or other information which would make the student's identity easily traceable.

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

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

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

**Notification of Student Rights**

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

1. The right to inspect and review the student's education records within 45 days after the day Nebraska Methodist College (School) receives a request for access. A student should submit to the registrar, dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

Upon request, Nebraska Methodist College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Nebraska Methodist College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

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

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

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

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

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

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

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
• To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

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

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

• To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

• To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

• To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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

**Annual Notification:**

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

**Recordkeeping Requirements:**

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

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

**FERPA Frequently Asked Questions**

**FERPA Non-Disclosure Form** (PDF)

**FERPA Education Record Release Form** (PDF)

*Updated: July 2013*

**Gainful Employment Disclosure**

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

*Updated: July 2013*

**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 67% in 2012-2013.

Updated: July 2013

**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.

Updated: July 2013

**Identity Theft**

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

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

Updated: July 2013

**Institutional Statement on Diversity**

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

Updated: July 2013
Nebraska Methodist College (NMC) encourages a living and learning environment that promotes the health and safety of all members of the NMC community. Drug or alcohol consumption—including excessive consumption, consumption of a dangerous substance, or consumption by someone with sensitivity—can cause serious physical and neurological harm or be life-threatening. As such, students are encouraged to make responsible decisions and to seek medical attention in serious or life-threatening situations that result from alcohol and/or other drug abuse; students are also encouraged to seek help for any situation where medical treatment is reasonably believed to be appropriate.

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

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

**Purpose of Policy**

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

**Procedure**

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

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

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

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

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

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

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

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

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

Questions

Questions regarding the Medical Amnesty Policy in general, should be directed to the Dean of Students Office (402) 354-7212.

Updated: July 2013

MINORS INVOLVED IN NEBRASKA METHODIST COLLEGE PROGRAMS

Purpose and Scope of Policy:

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

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

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

Definitions:

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

Policy: The following requirements govern participation in Programs covered by this policy:
Program Registration: The person in charge of the Program shall register the Program with the Education Compliance Director within sufficient time to meet the requirements of this policy. (Please use the form provided on the NMC intranet under "Forms").

Execute Proper Written Agreements(s): In all covered Programs or activities, if necessary, the parent/guardian shall execute the appropriate agreements as established by the College.

Conduct Background Checks: The coordinator of the Program, whether the Program is sponsored by NMC or a private concern, will be required to conduct a criminal background check on all Adults, including but not limited to faculty, staff, students, and volunteers, who work with, instruct, or who come into contact with Minors. These criminal background checks will be conducted by an agency approved by NMHS Human Resources or NMC Developmental Resources. If a criminal record history is revealed, an appropriate evaluation will take place. NMC also strongly encourages the Program to request references of any participating Adults for the purpose of providing additional information.

Required Training: In recognition of the imperative of protecting Minors, NMC requires that all Adults working with Minors be trained regarding policies and issues relating to interactions with Minors. This training shall be at least annually before an Adult begins working with Minors. Adult training shall be documented, with the Adult signing a statement indicating his/her understanding and receipt of NMC policies and procedures. This training shall include:

1. NMC policies regarding interactions with Minors;
2. Use of background checks to screen Adults working with Minors;
3. Responsibility for modeling respectful behaviors;
4. Consequences of conduct violations involving Minors;
5. Behavioral signs that Minor victims may exhibit;
6. Sexual abuse and sexual harassment;
7. Inappropriate behavior with Minors;
8. Other appropriate topics; and
9. Reporting requirements and procedures.

Behavioral Expectations when interacting with Minors: Adults should be positive role model for Minors, and act in a caring, honest, respectful and responsible manner that is consistent with the mission and core values of NMC. Adults working in NMC programs covered by this policy must follow these expectations to avoid behaviors that could cause harm or be misinterpreted:

1. Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material (or assist in any way to provide access to such material) with Minors.
2. Do not be alone with a single Minor. One-on-one interactions should occur only when at least two Adults are present at all times with a Minor. If a one-on-one interaction is required, meet in open, well-illuminated spaces or rooms with windows observable by other Adults from the Program, unless the one-in-one interaction is expressly authorized by the coordinator of the Program being undertaken by a health care provider.
3. Do not meet with Minors outside of established times for Program activities. Any exceptions require the written parental authorization and must include more than one Adult from a Program.
4. Do not invite Minors to your home. Any exceptions, if any, required the written authorization by the Minor's parent/guardian.
5. Do not engage or allow Minors to engage you in romantic or sexual conversations, or related matters, unless required in the role of counselor or health care provider.
6. Do not engage or communicate with Minors through email, text message, social networking websites (e.g., Facebook, Twitter, blogs, etc.), Internet chat rooms, or other forms of social media except and unless there is an educational or Programmatic purpose and the content of the communication is consistent with the mission of NMC.
7. Do not touch a Minor in a manner that a reasonable person could interpret as inappropriate. Touching should generally only be in the open and in response to the Minor's needs, for purpose that is consistent with the Program's mission and culture, and/or for a clear educational, developmental, or health-related (i.e., treatment of any injury) purpose. Any resistance by the Minor should be respected.
8. Do not engage in any abusive conduct of any kind toward, in the presence of, a Minor, including but not limited to verbal abuse, striking, hitting, punching, spanking, or restraining. If restraint is necessary to protect a Minor or other Minors from harm, all incidents must be documented and disclosed to the coordinator of the Program and the Minor's parent/guardian.
9. Do not use, possess or be under the influence of alcohol or illegal drugs while on duty or when responsible for a Minor's welfare.
10. When transporting Minors in a Program, more than one Adult from the Program must be present in the vehicle, except when multiple Minors will be in the vehicle at all times though the transportation. Avoid using personal vehicles if possible.
11. Possession of or use of any type of weapon or explosive device is prohibited.

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

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

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

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

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

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

**Non-Academic Suspension/Dismissal**

Students who willfully and deliberately violate College regulations or regulations of an agency while representing the College or the rights of fellow students, faculty, clients and others; who maliciously or deliberately abuse College, agency or another's property by theft or destruction; who have possession of, consume or are under the influence of alcohol or illegal drugs while on the College campus and/or at another agency; or who willfully and deliberately violate civil or criminal codes are liable to immediate suspension and/or dismissal from the College.

Suspension from classes and/or the College property may occur for a period of up to one regular semester. Students wishing to re-enroll at the end of the suspension period must notify the Vice President of 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.

*Updated: July 2013*

**Partisan Political Activity Policy**

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

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

In order to permit the most robust political discourse during partisan political campaigns for public office, while at the same time ensuring NMC's compliance with state and federal law, including the applicable restrictions placed on it as a tax-exempt organization, everyone connected with NMC must observe the following rules with respect to his or her participation in national, state, or local partisan political campaign activities:
1. When endorsing or opposing a candidate for political office or taking a position on an issue for the purpose of assisting or opposing a candidate, individuals and groups within the College should undertake to make it clear that they are speaking only for themselves and that they are not stating a College position. This is particularly important for those who in their official capacity frequently speak for the College.

2. Faculty and other employees may take part in partisan political activities freely on their own time, but they must not do so at the expense of their regular responsibilities to the College and its students.

3. NMC’s name or insignia cannot be used on stationery or other documents intended for political purposes, including soliciting funds for political support or carrying on a political campaign.

4. Funds or other contributions may not be solicited in the name of Nebraska Methodist College for political support or carrying on a political campaign.

5. NMC employees may not, and should not be asked to, perform tasks related to partisan political activities during working hours.

6. The following may not under any circumstances be used for political campaign purposes:
   - The College's bulk-mailing privilege;
   - College mailing lists—Including the addresses and e-mail addresses of departmental offices or the offices of faculty or other employees;
   - College-provided office supplies, telephones, facsimile machines, copiers, etc.;
   - The College's sales tax exemption for purchases of goods and services.

7. Any communication disseminated through the NMC e-mail system that could be construed as relating to political activity must include a clear statement that such communication represents the personal position of the author.

8. College-related organizations composed solely of members of the College community may utilize available College building space (College facilities regularly reserved for student use and other College space such as lecture halls and meeting rooms) to engage in partisan political campaign activities within the College community,* provided that such organizations (i) pay for the costs of such activities (typically, telephones, duplicating, electricity, etc.) and (ii) pay full rental fees for the use of such facilities that they would otherwise be charged. A disclaimer should be made at the beginning of any such event (and in any printed materials or advertising) that the College does not support or oppose candidates for political office, that the opinions expressed are not those of the College, and that the College-related organization has sponsored the event. All plans, publicity, and other information relating to such activities must be approved in advance by NMC’s Education Compliance Director and Methodist Health System’s Vice President of Compliance. The College's outdoor grounds may not be used for partisan political events.

9. Organizations that are composed of non-College members, participants or employees, in whole or in part, are ineligible for use of College space to engage in partisan political campaign activities.

10. Certain nonpartisan political activities (such as properly organized voter registration activities, voter education programs, and candidate debates) may be permissible if they do not evidence a preference for or opposition to a political party or to candidates who have taken a particular position. In order to ensure that all legal and College requirements are followed, advance approval for these events must be obtained from (and all materials must be reviewed by) both NMC’s Education Compliance Director and Methodist Health System’s Vice President of Compliance. In addition, an announcement should be made at the beginning of each such event and in any written materials setting forth the disclaimer described in paragraph 8 above.

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

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

Updated: July 2013

**Peer-To-Peer (P2P) File Sharing Policy**

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

**Definitions:**

Peer to Peer (P2P) file sharing programs were developed to allow distribution and/or shared access to digitally stored information, such as computer programs, multimedia (music and video), documents, or electronic books.
P2P file sharing connects users to a P2P client network that provides a platform for locating and sharing files. P2P users are typically required to install a software program on their own personal computers. Well-known client networks include Bearshare, BitTorrent, eDonkey, Gnutella, Limewire, and Morpheus. Risks of installing P2P software include identity theft, damage to the computer and the files on it (pictures, documents, etc.), and the possibility that the computer could be used to send spam or attack other computers.

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

**Liability and Penalties:**

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

**Policy and Procedure:**

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

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

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

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

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

**File Sharing Legal Alternatives**

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

**Removing P2P Programs**

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

*Updated: July 2013*

**PET POLICY**

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

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

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

*Updated: July 2013*

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

The purpose of the resolution process is to provide a process for an impartial review and to ensure that the rights of all 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. 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.

Updated: July 2013

**SAFETY POLICIES**

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

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

Updated: July 2013

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

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

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

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

- **Coordinator of Academic Success.** NMC has designated the Coordinator of Academic Success (“Coordinator”) to handle all requests for accommodations due to a qualifying disability and to provide information about the existence and location of services, activities, and facilities that are accessible to and useable to persons with disabilities. The Coordinator may be contacted at (402) 354-7214 or by going to the Clark Building, 1223.

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

- **Disclosure of Disability and Request for Accommodation**
  - Consideration for services or accommodations is initiated by a student’s disclosure of a qualified disability and request for services or accommodations.
  - NMC encourages that disclosure of disability and requests for services or accommodations be made early (prior to the start of the semester or very early in the semester) to the Coordinator to allow time to review requests and documentation and make proper arrangements. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner.
  - Students may disclose their disability and request services by contacting the Coordinator; however, students services and accommodations must meet with the Coordinator in person to determine the appropriateness of the request
  - NMC will respond to student’s request in a timely and reasonable manner, but no longer than two (2) months or sixty (60) business days from the time of the request, unless extenuating circumstances exist.
  - Faculty/professional staff may, in collaboration with student, refer student to the Coordinator for Academic Success if they believe that a student has a disability that qualifies them for accommodations. The referral may be in the form of a student exploring personal learning concerns, staff member encouragement based upon student expressed concerns, or a faculty-generated student contract from a specific course.

- **Documentation**
  - When making an accommodation request, student may be required, at NMC’s request, to provide documentation from qualified professionals (e.g., physician, psychologist) that establish the nature and extent of the disability, that the student has a current need for accommodation, and the basis for the diagnosis and dates of testing. Any documentation submitted must be current. Whether or not documentation is current will depend on the nature of the disability. (See “Documentation for Students with Disabilities” for further documentation requirements)
  - Documentation may serve to demonstrate a student’s need for accommodation in order to assure equal access. Documentation may also serve to demonstrate the existence of a disability, affording the promise of nondiscrimination
under ADA and Section 504?" The type of documentation will vary according to disability. Examples include, but are not limited to: a psycho-educational or neuropsychological assessment for learning and other cognitive disabilities, a psychiatrist’s report for psychological disabilities, a letter from a doctor or other specialist for physical and most other disabilities. Documentation must demonstrate that the physical or mental disability creates a substantial limitation to a major life activity to establish eligibility protection under the law.

- **Confidentiality**
  - Documentation of a student’s disability is maintained in a confidential file in Student Development Services. This documentation is considered a “treatment record” and not part of the student’s education record.
  - Confidential records are held and maintained by the Coordinator on the behalf of the institution. All information related to a disability is confidential and may be disclosed only with the permission of the student or otherwise as permitted by the Student Development Services’ records policy and state and federal laws.

- **Determining Accommodations.**
  - Disability documentation is used to determine eligibility for services and to establish a current need for accommodations.
  - Accommodations are determined on a case-by-case basis taking into account the learning needs of the students, the requirements of the learning task, the course standards and essential requirements, and the educational environment.
  - The determination of an appropriate and reasonable accommodation revolves around the interaction between the individual and NMC. Specifically, accommodations are determined by the Coordinator in consultation with the student and input from the faculty, as needed. The Coordinator has been designated by the College, and its administration, as the principle person with the responsibility/authority to determine disability-related accommodations.
  - The College need not give primary consideration to a specific accommodation request by a student. However, based on the legislative history of the ADA, the Coordinator will do their best to consult with the student when determining an appropriate accommodation(s).
  - If student submits documentation from a qualified health professional showing a medically diagnosis, the diagnosis is neither necessary nor controlling in determining student’s disability status, but a factor in the evaluation process. At the discretion of the Coordinator, student may be required to undergo additional evaluations if needed to effectively collaborate with the student in securing appropriate learning strategies. Student will not be entitled to selecting a specific evaluator.

- **Implementing Accommodations.**
  - Faculty, staff or the Coordinator is responsible for the implementation of the accommodation identified by the Coordinator. Faculty and staff are required to support approved accommodations.
  - Faculty will be notified of approved accommodations through a written letter which will be provided to the qualified student outlining the students accommodations based upon their eligibility under ADA and Section 504.
  - A student who believes that approved accommodations have not been provided appropriately is encouraged to schedule a meeting with the Coordinator to explore the matter and identify a resolution. (see also, Student Appeal)

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

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

- **Denial of Accommodation.**
  - NMC reserves the right to deny services or accommodations in the event documentation does not comply with the criteria of the ADA or Section 504, or documentation is out-of-date or incomplete.
If the student submits documentation that does not support or prove the existence of a disability or the need for an accommodation, the student will be so advised. Student may be given the opportunity to supplement the initial documentation with further documentation from a qualified professional.

NMC is not required to provide an accommodation that compromises the essential requirements of a course or program, imposes an undue financial burden based on NMC’s overall institutional budget, or poses a threat to the health or safety of the student or others.

If student refuses to consent to the Coordinator of Academic Success determining whether student has a qualified disability, student will not be considered disabled.

**Student Appeal.**

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

**Temporary Disabilities.**

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

*Updated: November 2013*

**SOCIAL MEDIA POLICY**

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

[Read the Entire Online Communications Policy >](#)

**STUDENT HEALTH POLICIES**

The health of our students is very important to success in and out of the classroom. All students must maintain and adhere to the student health policies and procedures.

[Read All Student Health Policies >](#)

**STUDENT PROPERTY AND LIABILITY POLICY**

The College does not assume any liability for loss, damage, or injury resulting from theft, explosion, fire, mechanical failure of either gas or water lines, loss of electricity, defective wiring, or negligence of any occupant of the building. It is strongly urged that students purchase appropriate insurance policies to protect themselves from loss or damage to personal possessions.
All students participating in off-campus programs and/or activities sponsored by the College are required to sign and submit a waiver of liability and hold harmless agreement.

Updated: July 2013

**STUDENT RIGHTS AND RESPONSIBILITIES**

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

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

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

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

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

Updated: July 2013

**TOBACCO-FREE ENVIRONMENT**

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

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

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

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

Updated: July 2013

**UNAUTHORIZED ACCESS POLICY**

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

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

Updated: July 2013
Academic Policies

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

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

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

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

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

ACADEMIC CALENDAR, HOLIDAYS AND RECESSES

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

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

Updated: July 2013

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 (not including accelerated BSN 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.

Updated: July 2013

**ACADEMIC HONORS**

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

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

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

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

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

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

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

Updated: July 2013

**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:
   - downloading or viewing the syllabus,
   - reviewing course material,
   - submitting an assignment,
   - taking a quiz or exam,
   - participating in an online discussion related to the course content,
   - initiating contact with the faculty to ask a question about the academic subject studied in the course.

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

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

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

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

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

Updated: July 2013

**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.

Updated: July 2013

**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 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.

*Updated: July 2013*
**CREDIT FOR PRIOR LEARNING**

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

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

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

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

1. The Registrar reviews official transcripts of the student from accredited educational institutions. In consultation with the Division of Arts & Sciences, the Registrar authorizes transferability of arts and sciences courses. The Program Director is responsible for the determination of the transferability of professional/technical and graduate courses.
2. Courses older than five years will be evaluated on a case-by-case basis for transferability. To maximize the chance of student success in any program, the College recommends that a student retake any course older than five years regardless of whether or not the course is transferable.
3. Syllabi for nursing courses taken previously will be evaluated for transfer of credit if taken within three years of the time of application. Nursing courses between three and five years old will be considered but will not necessarily be awarded credit. Nursing courses five years and older will not be awarded transfer credit. [Note: This does not apply to LPN, MSN or RN advanced-standing applicants.]
4. Courses considered for transfer are reviewed to assure that they are comparable to those required in the curriculum or meet requirements to be used as an elective.
5. Students matriculating who took a three-credit language course will be given two credits for either COM 230 or COM 245 and must take COM 252 Cross-Cultural Service Learning in Health Care for one credit.
6. Students matriculating who are given two credits for COM 320 must take COM 352 Portfolio Development & Integration for one credit.
7. Students matriculating with a bachelor's degree or who took a three-credit public speaking course and a three-credit critical thinking course are awarded two credits for HUM 150 and must take HUM 152 Portfolio Introduction for one credit.
8. Partial credit may be considered with directed study to meet deficiencies.
9. The Registrar will work with the appropriate Dean on a case-by-case basis to determine equivalency for quarter credit hours from transfer institutions.
10. The student and the student's academic advisor are notified in writing by the Registrar of courses recognized for transfer.
11. If the student has a question about any course(s) not being recognized for transfer, such questions are to be directed, in writing, to the Registrar within 30 days of receipt of the College's summary of official transferred courses.

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

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

**Validation Methods**

- Undergraduate Students: No course with a grade below "C-" is considered for transfer of undergraduate credit.
- Graduate Students: No course with a grade below "B" is considered for transfer of graduate credit.
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:
   - Previous academic coursework
   - Published articles, research, evidence-based practice
   - Special accomplishments (musical, artistic, audio-visual)
   - Membership in professional organizations, leadership roles within organizations
   - Professional conferences/ seminars/ awards
   - Certifications
   - Community service with a letter of support
   - Letters of verification that speak to the mastery of outcomes (*not* a letter of reference)
   - Thesis, dissertation
   - Continuing education
   - Other scholarly/academic evidence

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

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

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

**Drug Screening Policy**

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

**Applicability and timing**

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

**Cost**

- 60 -
The student shall be responsible for paying any and all associated costs of urine drug screening including necessary retesting for any reason. Charges will be added to the students' account.

**Use and care of information**

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

*Updated: July 2013*

**BACKGROUND INVESTIGATION POLICY**

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

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

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

**Confidentiality**

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

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

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

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

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

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

- "Disclosure and Authority to Release Information" form.
- Nebraska Department of Health and Human Services
- Adult/Child Abuse Protective Services Central Registries' "Release of Information" form.
- If student is below the age of 19, the "Parents/Legal Guardian Acknowledgment and Authorization" form is required prior to ordering a background check report.

Annual Letter of Attestation. Annually, students will be required to submit to their Program Director a signed statement attesting that there have been no changes to their background investigation record. In most programs, this will be combined with the program handbook signature page. These attestations forms will be retained by the Program Director based on accreditation standards for student documentation.

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

If the background investigation results indicate adverse information:

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

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

Recording of Classroom Sessions Policy

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

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

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

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

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

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

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

Updated: July 2013
Grading Policy

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

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

*Not used in calculating grade point averages.

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

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

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

Course Incomplete

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

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

Change of Course Grade

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

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

Repeating Courses

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

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

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

Academic Development Plan

The academic advisor will contact the student to initiate the Academic Development Plan (ADP) for any student who fails a course or is placed on academic probation. Students placed on academic suspension are required to initiate the creation of the ADP by contacting their academic advisor. Failure to maintain an active ADP once it is established may negatively impact financial aid/ or result in dismissal from the college.
The academic advisor or appropriate college personnel will facilitate the development of the ADP and may consult with faculty, college personnel or agents of the college (such as clinical instructors/preceptors). Copies of the ADP will be provided to the student, the academic advisor and the program director, and will be placed in the student's academic advising file. Each student's ADP will be reevaluated according to the timetable established in the plan at a minimum, but also as needed based on student needs or changes in performance. The Financial Aid Office will be notified of student failure to meet the terms of the ADP in the established time frame who will notify the student of any changes to their financial aid status. In addition, students may end up on financial aid suspension due to withdrawing from courses rather than failing them. If students choose to appeal financial aid suspension, they must contact their academic advisor to initiate the ADP. The ADP must be submitted with the letter of appeal for consideration of reinstatement of financial aid.

Updated: July 2013

**ACADEMIC PROGRESSION**

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

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

**Cohort Programs**

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

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

**Academic Probation**

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

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

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

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

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

**Academic Dismissal**

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

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

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

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

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

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

Updated: July 2013

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

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

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

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

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

The minimum credit hours required per program are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Diagnostic Medical Sonography - Multispecialty</td>
<td>77</td>
</tr>
<tr>
<td>AS Diagnostic Medical Sonography - Cardiovascular</td>
<td>77</td>
</tr>
<tr>
<td>AS Health Studies</td>
<td>61</td>
</tr>
<tr>
<td>AS Physical Therapist Assistant</td>
<td>75</td>
</tr>
<tr>
<td>AS Radiologic Technology</td>
<td>80</td>
</tr>
<tr>
<td>AS Respiratory Care</td>
<td>79</td>
</tr>
<tr>
<td>AS Surgical Technology</td>
<td>60</td>
</tr>
<tr>
<td>BSN Nursing</td>
<td>126</td>
</tr>
<tr>
<td>BSN Accelerated Nursing</td>
<td>124</td>
</tr>
<tr>
<td>BS Health Studies</td>
<td>120</td>
</tr>
<tr>
<td>BS Healthcare Administration: Applied Clinical Operations</td>
<td>123</td>
</tr>
<tr>
<td>BS Respiratory Care</td>
<td>124</td>
</tr>
<tr>
<td>BS Imaging Sciences</td>
<td>118</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 Healthcare Operations Management</td>
<td>32</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.)

*Updated: July 2013*

**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](http://www.methodistcollege.edu), under New Student Information.

**Current Student Registration**

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

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

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

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

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

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

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

Directed Study
Directed study credit can be earned for professional and arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department in which a student is majoring. Arts and sciences course work 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.

*Updated: July 2013*

**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:

- College transcript(s)
- High School transcript(s)
- GED transcript
- Application
- ACT/SAT report
- Any applicable correspondence (e.g., letters of acceptance to the College)
- Background check records
Upon graduation from any graduate program or four-year program of study, the following items will be maintained for five (5) years as applicable:

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

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

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

Military Commitments

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

Updated: July 2013

RESOLUTION PROCESS FOR ACADEMIC CONCERNS

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

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

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

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

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

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

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

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

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

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

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

- a statement of facts as the student perceives them, citing specific instances where, in the student opinion, policies and procedures were violated or were unfairly applied,
- a summary of the outcome from Step 1,
- the remedy sought by the student, and
- the best method to communicate with the student (phone, e-mail, etc.).

The student is encouraged to seek guidance from the Dean of Students on development of this letter. The student proceeds to:

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

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

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

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

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

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

**Alcohol and Drug Policy**

Nebraska Methodist College recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic, clinical, and job performance, and can generally inhibit the educational development of students.

NMC is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988, the Anti-Drug Abuse Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, NMC has established regulations forbidding students to engage in the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on NMC premises or property or as part of any NMC activity planned for or by students. These regulations shall assure that NMC is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances.

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

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

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

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

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

**Procedure for reasonable suspicion testing:**

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

**If student is at a clinical site in Iowa or Nebraska***:
• 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.

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

Penalties for a confirmed positive drug test

First Positive Test:

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

**Second Positive Test:** Dismissal from the College and forfeiture of any NMC scholarship.

*Updated: July 2013*

**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.

*Updated: July 2013*

**DRUG PREVENTION PROGRAM**

Nebraska Methodist College Standards of Conduct regarding illicit drugs and alcohol

• It is a violation of the alcohol policy for students to consume or possess alcoholic beverages on campus.
• NMC students are expected to abide by federal, Nebraska State law, and local Omaha laws.
• Student possession or consumption of alcohol on campus or at any College sponsored student event shall constitute misconduct. A College-sponsored event is any gathering where students are in attendance that is arranged or is endorsed by the College.
• Should a student attend class, clinicals, laboratory sessions, practicums or College sponsored or approved events while under the influence of alcohol or drugs (illegal or prescribed), this shall constitute misconduct.
• Any student or student organization which violates this policy will be subject to disciplinary action which may include immediate dismissal from the College.
• The manufacture, sale, possession, distribution or use of illegal drugs is prohibited.
• The College will cooperate fully with state and federal laws. Section 5301 of the Anti-Drug Abuse Act of 1988 states in part, "if a student is convicted of drug distribution or possession, the court may suspend eligibility of Title IV financial aid.

If a student is convicted three or more times for drug distribution, he/she may become permanently ineligible to receive Title IV financial aid."

**Alcohol and Drug Policy**

Nebraska Methodist College encourages all members of the college community to maintain civic and social responsibility when making decisions regarding the use of alcoholic beverages. If a student demonstrates unsafe and/or unprofessional behavior and fails to achieve the standard of care, violates professional standards or state practice acts of each academic program, or calls into question the professional accountability of the student, corrective action will follow. Students are expected to adhere to the standards of behavior required of healthcare professionals. Depending upon the degree of actual or potential harm a client may suffer, a one time deviation from safe practice may be sufficient to judge a student unsafe. In accordance with the College's position on alcoholic beverages or drugs (illegal or prescribed), students practicing in a clinical setting or coming to class under the influence of alcohol and/or drugs is prohibited and warrants corrective action. The College may require a student to submit to a blood, breath, and/or urine test for drugs or alcohol for reasonable cause. A student may request assistance with a drug or alcohol-related use/abuse problem without risk of penalty, provided the request is not the result of the violation. All such requests will maintain the student's confidentiality. See College Catalog for procedure for reasonable cause testing.

**Housing Policy**

• The use and/or possession of alcohol/alcohol containers, as well as the manufacture, sale, distribution, use and/or possession of illegal drugs/drug paraphernalia is prohibited on campus. The consequences for each resident involved in an alcohol-related violation are as follows:
  o 1st Incident - All guests escorted out of Josie's Village; an alcohol awareness session with a College counselor and 10 hours of community service.
  o 2nd Incident -20 hours of community service; guest privileges restricted for two weeks and an alcohol evaluation
  o 3rd Incident - Eviction from Josie's Village without any refund of rent or deposits paid.

• The consequences for each person involved in an illegal drug related violation at Josie's Village will include the following:
  • Automatic eviction of the resident(s) from Josie's Village, without any refund of rent or deposits paid; and
  • All names referred to College and local authorities where additional College, local, state, and federal sanctions may apply.
  • Sanctions for either type of violation may also include the immediate dismissal of a student from the College.

**Drug Screening Policy**

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

For all programs, submitting a negative drug screen will be a requirement prior to the start of clinical courses. Repeat testing may also be required for cause or to retest a dilute sample. Failure of the drug test, tampering or attempting to tamper with a specimen, or refusal to cooperate with any aspect of this policy, or any health system policy on substance abuse, will result in disciplinary action up to and including dismissal, refusal of enrollment or denial of clinical course progression. The student shall be responsible for paying any and all associated costs of urine drug screening including necessary retesting for any reason. Charges will be added to the students' account.

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

**Nebraska Citations and Penalties**

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>DESCRIPTION</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DWI/.08/Refusal</td>
<td>These offenses all fall within the same misdemeanor. Driving</td>
<td>$400 - $500.00 fine, 7-</td>
</tr>
<tr>
<td>Offense</td>
<td>Description</td>
<td>Penalty</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Using False ID/Minor Misrepresenting Age</td>
<td>It is a violation to use falsified documents to purchase alcohol. No minor shall obtain, or attempt to obtain, alcoholic liquor by misrepresentation of age, or by any other method, in any tavern or other place where alcoholic liquor is sold.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Furnishing a False ID</td>
<td>Any person who knowingly manufactures, creates, or alters any form of identification for the purpose of sale or delivery of such form of identification to a person under the age of twenty-one years. This includes any card, paper, or legal document that may be used to establish the age of the person named thereon for the purpose of purchasing alcoholic liquor.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Consuming Alcohol in Public</td>
<td>It is illegal to consume alcohol on the public right of way. This includes street, sidewalks or any other public property.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Selling Alcohol Without a License</td>
<td>It is illegal to charge for alcohol in any way e.g., at the door, as a cover charge or by the drink, if you do not have a liquor license.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Failure to Disperse/Failure to Obey a Lawful Order</td>
<td>You may be cited for failing to leave or obey a specific command if ordered by an officer to do so.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Felony Assault</td>
<td>Assaulting another person causing serious injury and/or involving the use of a weapon</td>
<td>Depending on the severity of the injury, this offense could result in incarceration.</td>
</tr>
<tr>
<td>Minor in Possession</td>
<td>No one under the age of 21 may possess, consume, or have physical control of alcohol. Exceptions: a minor may possess or have physical control of alcoholic liquor in his or her permanent place of residence. 19 and 20 year olds may handle alcohol as part of their employment duties.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Minor Attempt to Purchase</td>
<td>It is unlawful for anyone under the age of 21 to attempt the purchase of alcohol with or without identification.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Procuring Alcohol for a Minor</td>
<td>It is illegal to purchase alcohol for anyone under the age of 21.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Disorderly House</td>
<td>This violation enables law enforcement to cite property owners or renters with parties that get out of hand causing a disturbance.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
<tr>
<td>Misdemeanor Assault</td>
<td>Striking another person causing injury.</td>
<td>Up to $500.00 fine and 6 months in jail.</td>
</tr>
</tbody>
</table>
Urinating in Public

It is unlawful for any person to urinate or defecate on a public street, alley, or any other property, public or private, open to or visible to the public.

Minimum $100.00 fine

Health Risks Associated with Alcohol and Drugs

1. Alcohol consumption causes a number of changes in behavior and physiology. Even low doses significantly impair judgment, coordination, and abstract mental functioning. Statistics show that alcohol use is involved in a majority of violent behaviors on college campuses. Continued abuse may lead to dependency, which often causes permanent damage to vital organs and deterioration of a healthy lifestyle. Alcohol use can result in missing class, poor academic performance and disciplinary or legal issues. Other consequences associated with alcohol use include: injury to self or others, being involved in a fight, forgetting where you were or what you did, doing something you later regretted and having unprotected sex

2. Amphetamines can cause a rapid or irregular heartbeat, headaches, depression, damage to the brain and lungs, tremors, loss of coordination, collapse, and death. Heavy users are prone to irrational acts.

3. Cocaine/Crack users often have a stuffy, runny nose and may have a perforated nasal septum. The immediate effects of cocaine use include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature, paranoia and depression. Cocaine is extremely addictive and can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, psychosis, convulsions, stroke and even death.

4. Hallucinogens such as Lysergic Acid Diethylamide (LSD) cause illusions and hallucinations. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even when use has ceased. Phencyclidine (PCP), another hallucinogen affects the section of the brain that controls the intellect and keeps instincts in check. Hallucinogens can cause liver damage, convulsion, coma, and even death.

5. Marijuana may impair or reduce short-term memory and comprehension, alter sense of time, and reduce coordination and energy level. Users often have a lowered immune system and an increased risk of lung cancer. Users also experience interference with psychological maturation and temporary loss of fertility. The active ingredient in marijuana, THC, is stored in the fatty tissues of the brain and reproductive system for a minimum of 28 to 30 days.

6. Methamphetamines, known as speed, meth, ice, glass, etc. have a high potential for abuse and dependence. Taking even small amounts may produce irritability, insomnia, confusion, tremors, convulsions, anxiety, paranoia, and aggressiveness. Over time, methamphetamine users may experience symptoms similar to Parkinson's disease, a severe movement disorder.

7. Narcotics such as codeine, heroin or other opiate drugs cause the body to have diminished pain reactions. The use of heroin can result in coma or death due to a reduction in heart rate.

8. Steroid users experience a sudden increase in muscle and weight and an increase in aggression and combative ness. Steroids can cause high blood pressure, liver and kidney damage, heart disease, sterility and prostate cancer.

Universal Crisis and Drug Abuse Hotline 1-800-392-0280
Counseling treatment and rehabilitation for drug and alcohol abuse

After a student meets with a campus counselor, recommendations will be made on an individual basis. A violation will result in a meeting with the counselor and referrals to either campus counselors or community resources, with a release to the campus counselor.

Special Note- Please be aware that healthcare providers hold a special responsibility to the public. Drug and Alcohol violations are taken seriously due to the professional nature of Nebraska Methodist College. The State of Nebraska licensing boards require an explanation and description of any misdemeanor or felony before State Boards can be taken.

Updated August 2013

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:

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

If a student is found responsible for a violation of the College's Sexual Harassment policies, a Disciplinary Warning could also include one or more of the following:

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

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

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

Updated: July 2013

MATTERS OF CONSCIENCE

A student may be assigned to a situation that may pose an ethical dilemma for them. The student who objects to providing care for assigned patients based on matters of conscience will notify the instructor as soon as possible. The student will remain aware that their first responsibility is to the patient, and that they should complete the necessary care to meet the immediate needs of the patient. The student shall not abandon the patient. The faculty will attempt to provide individual guidance to the student in the immediate situation.

Updated: July 2013

ROMANTIC AND SEXUAL RELATIONSHIPS BETWEEN STUDENTS AND STAFF POLICY

The relationships between students and their teachers, advisors, and others holding positions of authority over them should be conducted in a manner that avoids potential conflicts of interest, exploitation, or personal bias. Given the inherent power differential, the possibility of intentional or unintentional abuse of that power should always be borne in mind. For example, a conflict of interest arises when an individual evaluates the work or performance of a person with whom he or she is engaged in a romantic or sexual relationship. In addition, relationships between students and others holding positions of authority can also lead to possible Title IX sexual harassment claims.

Romantic or sexual relationships between students and persons in positions of authority compromise the relationship between students and the College. No member of the College community should simultaneously be romantically or sexually involved with a student whom he or she teaches, advises, coaches, or supervises in any way. Individuals in such positions of authority must not allow these relationships to develop or continue.

Updated: July 2013

SEXUAL HARASSMENT/ASSAULT PREVENTION PROGRAMS AND RESOURCES

Nebraska Methodist College offers different programs and resources in an effort to prevent and/or remedy occurrences of sexual harassment/assault on its campus or College-sponsored activities. In the month of April each year as part of Sexual Assault Awareness month, the College dedicates one week wherein it holds activities to inform and educate students on topics related to sexual harassment/assault awareness. The College also encourages students who may need to discuss issues relating to sexual harassment/assault to contact the College Counselor. As an affiliate of Methodist Health System, the College may also refer the student to the Heidi Wilke/SANE SART Survivor Program, where specifically-trained on-call staff respond and care for the specific needs of sexual assault patients. Please note, however, that students who believe they are victims of a sexual harassment/assault
incident or perceive/observe such an incident, must first report it to the Title IX Coordinator or the appropriate authority listed in the "Reporting" paragraph.

Updated: July 2013

**SEXUAL HARASSMENT POLICY**

**Definition**

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational, employment, 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 also Equal Opportunity/Affirmative Action/Non-Discrimination Policy). Harassment on the basis of sex is a violation of Section 703 of Title VII. This policy encompasses the following forms of discrimination and harassment: sexual harassment, sexual assault, sexual violence, and stalking.

This policy applies to all students, staff, and faculty and is designed to protect students and employees from sexual harassment by any NMC employee, student, or non-employee third party. The identity of the harasser will not change NMC's duty to address the complaint.

**Sexual harassment** is defined as any unwanted or unwelcomed communication of a 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 19 and not married).

To learn more about discrimination based on sex, please visit: [http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html](http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

**Examples of Prohibited Behaviors**

Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct included in the definition of sexual harassment include but are not limited to:

1. Threats or intimidation of sexual relations or sexual contact that are not mutually agreeable to both parties;
2. Continual or repeated verbal abuses of a sexual nature including graphic comments about a person's body, sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person, sexually degrading words to describe the person or propositions of a sexual nature; and
3. Threats or insinuations that the person's employment, pay, promotional opportunities, academic grading, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

**Stalking** is defined as a course of conduct directed at a specific person that would cause a reasonable person to feel fear. "Course of conduct" is defined as a pattern of actions composed of more than one act over a period of time, however short, evidencing a
continuity of conduct.

See also Nebraska Rev. Stat. 28-319 for degrees of sexual assault and their associated penalties.

Examples of Stalking Behaviors

Stalking includes any behaviors or activities occurring on more than one occasion that collectively instill fear in a victim, and/or threaten her or his safety, mental health or physical health. Such behaviors and activities include, but are not limited to the following:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, written letters, gifts, or any other communications that are undesired and place another person in fear.

- Use of online, electronic, or digital technologies, including:
  - Posting of pictures or information in chat rooms or on Web sites
  - Sending unwanted/unsolicited email or talk requests
  - Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards
  - Installing spyware on a victim's computer
  - Using Global Positioning Systems (GPS) to monitor a victim
  - Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim
  - Surveillance or other types of observation, including staring or "peeping"
  - Trespassing
  - Vandalism
  - Non-consensual touching
  - Direct verbal or physical threats
  - Gathering information about an individual from friends, family, and/or co-workers
  - Threats to harm self or others
  - Defamation - lying to others about the victim

STEP ONE: Initiating a Complaint

Where to File/Report a Complaint

All members of the NMC community, which includes, but is not limited to, students, faculty, staff, third-parties, and administration (hereinafter referred to as "Complainant(s)"), are encouraged to notify the Title IX Coordinator, Deputy Title IX Coordinator, or any of the following right away: Dean of Students, College Counselor, Program Director, Academic Dean, College Administrator or Campus Security ("Responsible Parties"). The Compliance Director serves as the Title IX Coordinator with the duty and responsibility to oversee the investigation and resolution process in order to ensure compliance with Title IX.
If a member of the NMC community observes a violation of this Sexual Harassment Policy wherein a minor (an individual under the age of nineteen (19) years of age) is involved, Nebraska law requires them to report it to the proper law enforcement agency or Department of Health and Human Services. A report should also be made to campus security, if the victim is facing immediate danger, and the Title IX Coordinator. (Please refer to the "Minors Involved in Nebraska Methodist College Programs" for additional guidance).

In accordance with the Campus Sexual Violence Elimination Act (SaVE Act), students or employees reporting victimization of domestic or dating violence, sexual assault, and stalking, will be provided, upon request, their written rights, which are: (i) to be assisted by campus authorities if reporting a crime to local law enforcement; (ii) change academic, living, transportation, or working situations to avoid a hostile environment; (iii) obtain or enforce a no contact directive or restraining order; (iv) have a clear description of NMC’s disciplinary process and know the range of possible sanctions; and (v) receive contact information about existing counseling, heath, mental health, victim advocacy, legal assistance, and other services available both on-campus and community. Producing this statement in written format to the victim shall meet the requirement of providing the victim of their rights.

The Title IX Coordinator shall discharge his or her obligations under the Informal and Formal Resolution procedures fairly and impartially. If the Title IX Coordinator determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, the Title IX Coordinator shall designate another appropriate individual to administer the procedures.

Any member of the NMC community who receives a complaint of sexual discrimination or harassment from a student, College employee, or third-party against the Title IX Coordinator should report the complaint to the NMC President and/or Human Resources. The NMC President will designate an appropriate person to conduct the investigation required by informal or formal resolution procedures. The written report of the investigation shall be presented to the President, who will prepare and issue the written determination. The determination is subject to appeal.

Local Law Enforcement

Notwithstanding the complainant's ability to file/report a complaint under with NMC, the complainant may also file a report with local law enforcement. 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.

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.

To the greatest extent possible, reports of sexual harassment brought anonymously or brought by third parties not directly involved in the harassment will be responded to. The response to such reports may be limited if information contained in the report cannot be verified by independent facts.

Office for Civil Rights

An individual to whom this policy applies may also file a complaint with the Office for Civil Rights (OCR); however, NMC encourages you, but does not require you to, to first file/report any sexual harassment, assault, or violence complaint with any of the NMC parties named herein. For more information and/or to file a complaint with OCR, please go to: http://www2.ed.gov/about/offices/list/ocr/qa-complaints.html.

Methodist Health System Compliance Reporting

Any member of the NMC community may also file a complaint of sexual harassment, assault, or violence by using the Methodist Health System Compliance Reporting website: https://nmhs.alertline.com/gcs/welcome.

-Estimated Timelines

At the initial meeting with the person reporting the complaint, the Responsible Parties will explain the informal and formal resolution procedures that are identified below to the Complainant. The timelines offered in this policy are intended to assist in a prompt and equitable resolution of complaints. However, during winter breaks and summer sessions, when witnesses may not be available, the timelines may be adjusted to accommodate these circumstances. Nevertheless, it is NMC's intention to proceed as expeditiously as possible. The estimated timeline for informal resolution is fifteen (15) business days from receipt of informal complaint by a Responsible Party. The estimated timeline for formal resolution is forty-five (45) business days from receipt of formal complaint by a Responsible Party. If a complaint is referred to a disciplinary process, the estimated timeline for completion of these procedures is thirty (30) business days from the date of the disciplinary referral. Where an estimated timeline cannot be adhered to, the Responsible
Party will notify the parties and provide an anticipated completion date.

**Confidentiality**

It is the College's goal to preserve the confidentiality of any complaint to the fullest extent; however, it cannot guarantee absolute confidentiality. While the Complainant's wishes regarding confidentiality will be considered, they must be balanced against the College's responsibility to respond to such reports and the rights of the person accused of sexual harassment, violence, or discrimination ("Respondent") to be informed of the allegations against them, including their source. The College will limit disclosures to what is reasonably necessary to conduct a fair investigation and determine appropriate disciplinary recommendations. All participants in an investigation will be advised that they are obliged to maintain confidentiality as well.

**STEP TWO: Informal Resolution Process**

NMC encourages informal resolution when the parties desire to resolve the situation cooperatively. Participating in the informal resolution process is optional and voluntary. The Complainant can end the informal process at any time and begin the formal resolution process. The goal of information resolution is to resolve concerns at the earliest stage possible, with the cooperation of the parties involved. Efforts for early resolution will be flexible and encompass a full range of possible outcomes, including, but limited to addressing the Respondent participating in mediation (which may be ended at anytime by either party in favor of the formal process), or arranging a remedy for the complainant and/or agreement by the accused to accept a disciplinary sanction. The information resolution process could include by way of example: separating the parties; referring the parties to counseling; conducting targeted educational and training programs; or providing remedies for the individual harmed by the alleged discrimination. Mediation will not be used to resolve alleged sexual assault complaints.

If the matter is resolved informally to the satisfaction of all parties, the Title IX Coordinator will maintain a record of the complaint and its resolution.

If informal resolution is not possible, NMC will proceed to Step Three for formal resolution of the complaint.

**STEP THREE: Formal Investigation and Resolution Process**

If early resolution is unsuccessful, inappropriate (e.g. when facts are in serious dispute, reports involve a pattern of behavior, or allege serious misconduct such as sexual assault), or if the Complainant prefers a formal procedure, a formal written complaint may be filed with the Responsible Party.

**-Reporting and Timeframes**

A formal written complaint should include a detailed description of the conduct that the reporting party alleges to be discriminatory and supporting documentation (if any). The written complaint must contain the (i)name(s) and contact information of Respondent, (ii)Complainant’s signature, (iii) and the name(s) and contact information of witnesses (if any). Upon receipt of the complaint, the Responsible Party will, within five (5) business days of its receipt, inform the Respondent in writing of the allegation(s) and related information... If Respondent cannot be located, attempts of notification will be documented. Respondent will have ten (10) working days to respond in writing. Respondent’s statement must contain full and specific responses to each claim or complaint, admitting, denying or explaining the Complainant’s allegations. Respondent must sign his or her response which will then be appended to the original complaint. Within five (5) business days of the Respondent’s response, the Title IX Coordinator will forward both statements to the Complainant, Respondent, and the Methodist Health System’s Human Resources Department (“MHS”), if either party is employed by MHS. If Respondent fails to respond within time noted above, the Title IX Coordinator may proceed with scheduling a hearing to resolve the matter.

**-Investigation**

Within five (5) business days of Complainant filing a formal written complaint, the Title IX Coordinator shall initiate a formal investigation. If either party is an employee of MHS, the Title IX Coordinator may collaborate with MHS.

During the investigation, and depending on the nature of the allegations, the Title IX Coordinator, in his or her discretion, may
interview Complainant, Respondent and/or witnesses; review written documentation and relevant policies; and take other necessary steps to thoroughly investigate the allegations. Interviews with the Complainant and Respondent will occur separately. NMC will ensure that both the Complainant and Respondent are afforded equal opportunities to present relevant witnesses and other evidence.

Disclosure of facts to witnesses and parties is limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation are advised that maintaining confidentiality is essential to protect the integrity of the investigation.

Neither Complainant nor Respondent will be afforded the opportunity to have legal counsel present during any stage.

During the investigation, the Title IX Coordinator may take appropriate interim measures to ensure safety and non-retaliation for all parties. Examples of interim measures include, but are not limited to, separation of parties, no contact directives, and alternative academic or housing arrangements.

The estimated timeline for formal resolution is forty-five (45) business days from receipt of formal complaint by a Responsible Party. If a complaint is referred to a disciplinary process, the estimated timeline for completion of these procedures is thirty (30) business days from the date of the disciplinary referral. Where an estimated timeline cannot be adhered to, the Responsible Party will notify the parties and provide an anticipated completion date.

The Title IX Coordinator will use a preponderance of the evidence standard (e.g., more likely than not) when evaluating the allegations and formulating the outcomes of the investigation.

-Resolution

At the conclusion of the investigation, the Title IX Coordinator will notify the concerned parties, including a referral to the appropriate procedures, in writing of the outcome of the investigation within ten (10) business days of the completion of the investigation and its outcome.

Communication of outcome does not constitute a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g). The 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 Respondent.

The Respondent 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 and the Respondent 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.

-Possible Disciplinary Sanctions

The purpose of disciplinary sanctions for violations of this policy is to educate students about responsible behavior as members of the NMC community, to maintain order, and to protect the rights of others. There is no set sanction for any of the offenses provided in this policy, with the exception of automatic expulsion for a felony conviction. Sanctions will be determined individually and will reflect the nature and severity of the offense. Notwithstanding NMC’s right to impose a sanction under this policy, students may also be subject to penalties at the local, state, and federal level.

The College reserves the right to apply any sanction for a violation of the College Code of Conduct that, in its sole discretion, appropriately addresses the gravity and frequency of the offense. One or more sanctions may be imposed for any offense. Prior offenses are cumulative and any student found in violation of the same offense or a second offense of equal or greater magnitude, may be suspended or expelled from the College. However, evidence of prior violations of the College Code of Conduct may be considered after a determination of “Responsible” has been made as part of the process of determining sanctions. For a list of disciplinary sanctions, please see the “College Code of Conduct.”

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Appeals Process

Once written notification of the resolution has been provided, either the Complainant or Respondent will have the opportunity to appeal the outcome. The Complainant or Respondent may appeal the determination only on the following grounds:

(i) The decision was contrary to the substantial weight of the evidence;

(ii) There is a substantial likelihood that newly discoverable evidence, not previously available, would result in a different decision;

(iii) Bias or prejudice on the part of the individual(s) investigating the report; and

(iv) The punishment or corrective action imposed was disproportionate to the offense.

Any appeal must be submitted in writing to the Title IX Coordinator within ten (10) calendar days of being notified of the outcome and must set forth the grounds upon which the appeal is based. Appeals will be resolved in accordance with any applicable procedures found in the Student Code of Conduct Policy or other applicable procedure regarding disciplinary actions taken against faculty and staff members. Absent an otherwise applicable appeal procedure, the College President shall resolve the appeal. Neither the Complainant nor the Respondent will be entitled to a hearing in connection with any appeal, but the College may request written submissions from either party or consider any other information as deemed appropriate by the College. Both parties will be informed in writing of the outcome of any appeal within fourteen (14) days of the date by which all requested information is received unless the school determines that additional time is required.

Retaliation

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

Assurance to Prevent Reoccurrence

The law requires the College to ensure a work and educational environment free from discriminatory harassment and sexual harassment. The College will take all reasonable steps to prevent the reoccurrence of any harassment, and to correct its discriminatory effect on the Complainant and others, if appropriate under the circumstances.

Sexual Harassment/Assault Prevention Programs and Resources

Nebraska Methodist College offers different programs and resources in an effort to prevent and/or remedy occurrences of sexual harassment/assault on its campus or College-sponsored activities. In the month of April each year as part of Sexual Assault Awareness month, the College dedicates one week wherein it holds activities to inform and educate students on topics related to sexual harassment/assault awareness. The College also encourages students who may need to discuss issues relating to sexual harassment/assault to contact the College Counselor. As an affiliate of Methodist Health System, the College may also refer the student to the Heidi Wilke/SANE SART Survivor Program, where specifically-trained on-call staff respond and care for the specific needs of sexual assault patients. Please note, however, that students who believe they are victims of a sexual harassment/assault incident or perceive/observe such an incident, are encouraged to report it to the Title IX Coordinator or the appropriate authority listed in the "Reporting" paragraph.

Updated: October 2013
Online Communications Policies & Guidelines

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

Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

"Social Media" are mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples of social media include, but are not limited to, collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social networks (e.g., Second Life).

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and college reputations.

Regardless of how the forms of social media are used, faculty, staff and students are responsible for the content they post or promote. Content contributed on these platforms is immediately.

REVIEWED/REVISED: 05/13

SECTION 1: POLICIES FOR ALL SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES

Copyright Use

Respect copyright and fair use: When posting, be faculty, staff, and students must respect and adhere to any copyright and intellectual property rights of others and of the college.

Endorsements

All Nebraska Methodist College logos and the Methodist Health System logos are trademarked and the property of the Methodist Health System. No person is allowed to use any logos for endorsements or other purposes without the express written permission of the appropriate authorizer. No NMC logo or any other college images may be used on personal social media sites. The Nebraska Methodist College name may never be used to promote a product, service, cause, or political party or candidate.

College Property

Respect college time and property: College computers and time on the job are reserved for college-related business as approved by supervisors.

Terms of service: Obey the Terms of Service of any social media platform employed.

SECTION 2: POLICIES FOR BLOGGING, INCLUDING PERSONAL BLOGS

Important Considerations

Before creating a blog or making any entries using College resources such as computers, internet, software, etc., students, faculty or staff must contact the Marketing department. Blogs that engage students, alumni, faculty, donors, and other constituents must receive prior approval.

Blogging Recommendation:

Anything posted on a blog may have repercussions in the future. People have been sued, refused jobs or fired from their jobs because of material they posted on their blogs.

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In addition to controlling what you post on your blog, you can monitor the comments that other people post. While your credibility as a blogger depends in large part on your openness to comments by others, you can set your blog so that all comments come to you for review prior to appearing on your blog. Some bloggers post their policy directly on their blogs.

For your own protection, you should never give information that identifies you, such as your full name, your address or phone number. Don't make yourself a target to scam artists or predators.

**SECTION 3: EMAIL ETIQUETTE GUIDELINE**

All employees are expected to use email for college business communications only.

Employee, faculty and student NMC e-mail accounts are the primary sources for distributing important college information. Information for students will also be posted on MyMethodist, the College student portal.

Although there are a variety of distribution lists available within the Nebraska Methodist Health System network, it is important to use good tact.

When sending emails outside of the college, employees, faculty, and staff must abide by the CAN-SPAM Act. Employees and students may not communicate via email any material that violates the privacy or publicity rights of another. Policies concerning privacy, confidentiality, including FERPA and HIPAA regulations, shall be strictly enforced for communications involving patients, employees, volunteers, employees, customers, visitors and other constituents.

In addition, published email communications may not disclose any sensitive, proprietary, confidential, or financial information about the Nebraska Methodist College.

**SECTION 4: INSTITUTIONAL SOCIAL MEDIA**

If an employee, student, or agent of the College posts any material on behalf of an NMC department, the following policies must be adhered to in addition to all policies found herein:

**Notify the college:** Departments or college departments that have a social media page or would like to start one must contact Marketing at NMCmarketing@methodistcollege.edu.

All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Current students can help manage pages but there must also be a staff member or faculty with administrative privileges.

**Acknowledge who you are:** If you are representing Nebraska Methodist College when posting on a social media platform, acknowledge so.

**Have a plan:** Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites up-to-date.

**Link back to the college:** Whenever possible, link back to the NMC Web site. Ideally, posts should be very brief; redirecting a visitor to content that resides within the Nebraska Methodist College website. When linking to a news article about NMC, check first to see whether you can link to a release on the NMC News page instead of to a publication or other media outlet.

**Protect the institutional voice:** Posts on social media sites should protect the College's institutional voice by remaining professional in tone and in good taste. No individual NMC department should construe its social media site as representing the college as a whole. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post-names, profile images, and posts should all be clearly linked to the particular department rather than to the institution as a whole.

**SECTION 5: BEST PRACTICES**

Faculty, staff and students are strongly encouraged to follow the recommended practices below so that they may bring their online social media communications and presence in compliance with this and other applicable policies:

**Be careful.** Privacy does not exist in the world of social media. If you wouldn't say it on the front page of the newspaper, consider whether you should post it online. If you are unsure about posting something or responding to a comment, ask your supervisor for input or contact Marketing at nmcmarketing@methodistcollege.edu. In all instances, think twice before posting.
**Be accurate.** Get your facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the college in any capacity because regardless of who is posting content, it is the institutional voice.

**Be respectful.** Understand that content you and others contribute to a social media site could encourage comments or discussion of opposing ideas. Responses should always be considered carefully in light of how they would reflect on the 'poster' and/or the college and its institutional voice.

**Be aware.** Remember your audience and who you're talking to with your posts. This includes prospective students, current students, alumni, donors, current employers and colleagues, peers and other constituents. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

**Own Your Viewpoints.** On personal sites, identify your views, opinions, and other comments as your own. If you identify yourself as a Nebraska Methodist College faculty, staff member or student online, make it very clear that your views are yours and not those of Nebraska Methodist College or its affiliates.
Student Health Policies

The health of our students is very important to success in and out of the classroom. All students must maintain and adhere to the student health policies and procedures.

**DEGREE- AND CERTIFICATE-SEEKING STUDENTS**

Prior to enrolling, all degree- and certificate-seeking students admitted to NMC must have a pre-entrance health exam and must complete the required forms. Although students are welcome to use a health care provider of their choice, the NMC Campus Health Center will provide the exam and necessary immunizations at greatly reduced costs. The pre-entrance health exam at the Campus Health Center is $30. The Health Center is located in Room 1233 of the Clark Center on the Josie Harper campus. Students are encouraged to make appointments by calling (402) 354-7211 or (402) 354-7217. Documentation must be submitted to the Campus Health Center. Students who are not compliant with health record requirements will be withdrawn from classes.

*Updated: July 2013*

**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.

*Updated: July 2013*

**IMMUNIZATIONS**

All NMC students are required to keep all necessary immunizations up-to-date. This is in accordance with the policies recommended by the Centers for Disease Control and the National Institutes of Health. All NMC students must show proof of immunization prior to enrollment at the College. Students must report their immunization status with their pre-entrance health forms. Any changes in status must be reported to the Campus Health Center. Failure to do so may result in an ineligibility to enroll and/or continue in NMC courses.

*Updated: July 2013*

**TUBERCULOSIS POLICY**

All Nebraska Methodist College (NMC) students will be required to undergo annual TB skin testing (TST). A complete TST is one which has been placed and read 48-72 hours after placement. Students will be allowed 1 year plus 7 days from their previous TST to complete the annual requirement. If more time has elapsed since the previous test, the student will not be allowed to attend clinical until the TST is placed and read.

Procedure:

- All students will be screened for active signs and symptoms of disease as well as risk factors
- Inject 0.1ml of purified protein derivative (PPD) containing 5 tuberculin units (TU) intradermally into the volar surface of the forearm
- History of BCG vaccination does not preclude TST
- If a student has recently received a live-virus vaccine (varicella, MMR, for example) skin testing should be delayed for 4-6 weeks. However, a TST can be performed the same day as live-virus vaccine administration

Interpretation of TST results:

- The TST should be read 48-72 hours after injection
- Measure the transverse diameter of the induration across the forearm, perpendicular to the long axis.
• Induration is measured and recorded in millimeters (mm). If no induration is present, record as "0 mm"
• Redness or bruising is not measured
• Interpretation of results depends on both millimeters of induration and the factors related to risk of exposure to TB disease and risk for progression once infected.

• >5mm is positive in the following:
  1. Persons with HIV/AIDS
  2. Recent close contacts of an individual with infectious TB disease
  3. Persons with an X-ray suggestive of previous TB
  4. Immunosuppressed persons-organ transplant or other

• >10mm is positive in the following:
  1. Persons born in a high prevalence country (see Appendix A)
  2. IV drug users
  3. Mycobacteriology lab workers
  4. Resident or worker in high risk congregate settings
  5. Persons with high risk clinical conditions including
     1. Diabetes Mellitus
     2. Chronic renal failure
     3. Hematology disorders
     4. Carcinoma of head or neck, lung cancer
     5. Gastric surgery or intestinal bypass, chronic malabsorption syndromes
     6. Low body weight

• >15mm induration is positive in persons with no known risk factors

Positive TST:

Students with positive TST must undergo chest radiography and medical exam

• If chest X-ray and exam are normal, treatment for latent TB infection (LTBI) is recommended. It is the responsibility of the Campus Health Center (CHC) to coordinate and document whether the student completes treatment. It is also the responsibility of the CHC to document if a student begins treatment but does not complete, or refuses treatment altogether. In these instances, the student is required to complete an annual symptom evaluation by a medical professional before being allowed to register for subsequent academic terms.
• If any chest X-ray or exam abnormality, active TB disease must be excluded. It is the responsibility of the CHC to notify the local Health Department that a student has a positive TST and abnormal chest X-ray and to seek its guidance on further evaluation.
• If the student is diagnosed with active TB disease but determined to be non-contagious (as determined by the Health Department) the student must undergo treatment to remain enrolled at Nebraska Methodist College. The student may continue to attend classes as long as he adheres to treatment. It is the responsibility of the SHC to document that a student has completed treatment.
• If upon further testing a student is diagnosed with active TB disease that is contagious, the CHC will work closely with the Health Department to isolate and treat the infected student and to identify and test people who have come into contact with the infected student. The college will implement appropriate communication efforts with students, parents and the community. All students who have been diagnosed with active TB must be certified by the Health Department as non-contagious and in adherence with their treatment before they are allowed to return to campus. The SHC is responsible for documenting this in the student's file.

Updated September 2013

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.

Updated: July 2013

**STUDENT EXPOSURE TO ILLNESS**

As healthcare providers, Nebraska Methodist College students are at increased risk of exposure to communicable and blood borne illnesses (including, but not limited to: influenza, hepatitis, pertussis).

Students are required to maintain complete and current health and immunization records with Student Health Services. This requirement ensures the well-being of students, clients and the NMC community.

Please refer to your Program Handbook and Campus Health Center policy for guidance should an exposure occur.

Updated: July 2013
**HEALTH & DENTAL INSURANCE POLICY**

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

If a student has other insurance coverage, they must waive the coverage by completing the online waiver prior to the posted deadline. If the waiver is submitted prior to the deadline, the student's account will be reimbursed. No exceptions will be made to the waiver deadline.

Information on the policy benefits and waiver option can be found on the Campus Health page.

*Updated: July 2013*

**HEALTH FORMS**

Students must submit the completed health form as soon as possible so required immunizations can be verified. Students must have all requirements completed for entry into classes/clinicals. For questions or clarification, please contact Roni Gray at (402) 354-7210 or Crystal Lush at (402) 354-7211.

**Completed forms should be returned to:**
Nebraska Methodist College - the Josie Harper Campus  
Campus Health Center  
720 N. 87th Street  
Omaha, NE 68114

*Updated: July 2013*
Campus Safety

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

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

Thank you for helping us maintain a safe and healthy campus!

NMC Safety and Health Committee

REPORTING AN INCIDENT/Emergency

When reporting an incident or emergency, provide the following:

- Your name;
- Location of the emergency;
- Telephone number from which you are calling; and
- Type of emergency you are reporting (e.g., injury, fire, or hazardous material spill) to Campus Security.
- Do not attempt to move or transport an injured person. Wait for appropriate medical assistance.
- Depending on the nature of the emergency, you will call one of the following numbers

1. *911 - This is the City of Omaha's emergency line; If 911 is called, place a second call to Security ((402) 354-6911 or 6911 using an on campus phone) to inform them of the call to 911. *If calling 911 from a campus phone, dial 9-911
2. (402) 354-6911 - Direct, top priority line to the Methodist Health System Security Dispatch. They have direct access to our security officer on campus and will assess if additional officers are needed.
3. (402) 354-4111 - Customer Service Center (to report power failure, etc)
4. (402) 354-7000 - College Front Desk
5. (402) 740-6368 - Campus security cell phone

Questions/concerns regarding emergency preparedness topics can be forwarded to the NMC Safety Compliance Officer (Kris Hess) at (402) 354-7260, the Methodist Health System Safety Department at (402) 354-4048 (Safety Officer) or (402) 354-4068 (Methodist Health System Safety Compliance Officer)

Release of Student Information in Connection with a Health or Safety Emergency

Under the Family Educational Rights and Privacy Act ("FERPA"), NMC may disclose a student's education record, or information contained therein, in connection with a health or safety emergency. In making a determination of whether to disclose a student's information, NMC will take into account the totality of the circumstances of the health or safety of the student or other individuals involved. If NMC determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from the student's education records, or parts contained therein, to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Reviewed April 28, 2011

CAMPUS DIRECTORY FOR SAFETY AND SECURITY
All safety and security incidents should be reported directly to the NMHS Security Department at (402) 354-4055. After business hours and/or in the case of an emergency, dial 0. Potential criminal actions and/or other emergencies can also be reported to any of the following designated Campus Security Authorities during business hours, unless otherwise stated:

- College President (402) 354-7257
- Vice President of Academic Affairs (402) 354-7258
- Vice President of Student Affairs (402) 354-7260
- Dean of Students/Housing (402) 354-7212
- Director, Education Compliance (402) 354-7848
- Coordinator of Leadership Development (402) 354-7218
- Academic Advisor/Outreach Coordinator (402) 354-7223
- Advising and Retention Specialist (402) 354-7216
- Academic Skills Specialist (402) 354-7214
- Developmental Services Office Manager (402) 354-7211
- Nurse Practitioner (402) 354-7210
- Director of Spiritual Development (402) 354-7280

Information Desk Receptionist, Clark (402) 354-7000
7:00 am to 10:00 pm, Monday-Thursday
7:00 am to 6:00 pm, Friday
7:00 am to 6:00 pm, Saturday
11:00 am to 11:00 pm, Sunday

Security Officer on-duty on-campus (402) 354-4055
24 hours/day, 7 days/week

**MISSING PERSONS POLICY & PROCEDURE**

The health and safety of Nebraska Methodist College students is of utmost concern to the institution. It is this concern that underlies NMC's commitment to and compliance with the Higher Education Opportunity Act's requirement for colleges and universities to establish a missing persons policy for its residents and to inform students of the policy.

**Policy:**

For purposes of this policy, a student resident may be considered a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and it is suspected that unusual circumstances may have caused the absence. Such circumstances could include, but are not limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, is drug dependent, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

If, when based on facts and circumstances, it is determined that a student resident is missing, the following individuals will be notified: 1) the appropriate College officials, 2) law enforcement, and 3) the student's parents/guardians and/or other persons designated as emergency contacts by the student.

The Higher Education Act requires institutions of higher education to provide students the option of designating a confidential contact person who is not necessarily a parent or legal guardian. The institution may contact this person if the student is deemed missing. If no contact person is designated, the institution will contact parents or a legal guardian. In addition, whether or not a student identifies a contact person, the Higher Education Act requires Nebraska Methodist College to notify local law enforcement no later than 24 hours after the time the student is deemed missing.

**Procedure:**

When a student moves into NMC campus housing, he/she will provide emergency contact information on a form provided by the College. The contact person(s) designated by the student will become the primary contact(s) during a missing person's investigation.

If a member of the NMC community believes a student resident is missing, he/she should notify Security, the Director of Student Housing, or the Dean of Students Office immediately and provide as much information as possible. These offices will undertake an immediate investigation and make efforts to contact the student, his/her friends, acquaintances, and professors in an attempt to locate the student.

If it is determined that a student is indeed missing, the Director of Student Housing and/or the Dean of Students will begin calling the person designated as the emergency contact by the student and/or the student's custodial parent or guardian of a non-emancipated minor.\footnote{\textcopyright{} Nebraska Methodist College, 2020. All rights reserved.}
minor. If these calls do not resolve the situation or locate the missing student, local law enforcement/911 will be notified immediately. These notifications (to the student's emergency contact or custodial parent/guardian and local law enforcement) will be made no later than 24 hours after the time the student is deemed missing.

**CAMPUS SECURITY REPORT**

The Crime Awareness Act of 1990 requires institutions of higher education participating in Title IV programs to annually disclose information related to security policies and specific crime statistics to all current students, employees, and the Secretary of Education. This information must also be provided to prospective students and employees upon request.

**ANNUAL FIRE SAFETY REPORT**

Published September 2013

**Introduction:** Any institution that offers on campus housing must report annually the Fire Statistics for any Residential Facility as required by the Higher Education Opportunity Act (Public Law 110-315). The following public disclosure report details all information required by this law as it relates to Nebraska Methodist College.

Fire statistics for on-campus student housing:

<table>
<thead>
<tr>
<th>Apartment</th>
<th>Number of Fires Reported</th>
<th>Deaths related to fire</th>
<th>Injuries related to fire</th>
<th>Property Damage related to fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building 563</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
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</tr>
<tr>
<td>Building 567</td>
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<td>0 0 0</td>
</tr>
<tr>
<td>Building 571</td>
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</tr>
<tr>
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<td>0 0 0</td>
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</tr>
<tr>
<td>Building 628</td>
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</tr>
<tr>
<td>Total</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
</tbody>
</table>

Description of on-campus student housing fire safety systems:

1. Fire extinguishers are located in each hallway in all of the buildings at Josie's Village
2. A smoke alarm is located in each apartment. The batteries are checked by maintenance on a monthly basis.
3. Periodic safety inspections in each apartment are conducted by the Methodist Health System Safety Department.

Number of regular mandatory supervised fire drills:
Mandatory, supervised, announced and unannounced fire drills are conducted in the fall and spring semesters by the Safety Department. The Resident Assistants and Security assist in these drills.

**ACCIDENT, MEDICAL EMERGENCY**

If a student is involved in an accident or unusual occurrence which may cause actual or potential injury, proper documentation of the incident must be made within 24 hours. The completed Incident Report Form documenting the incident will be filed in the Campus Health Office.
Protocol for on-campus and off-campus occurrences:

- The student reports the incident to the appropriate faculty member, preceptor or designated supervisor, who initiates reporting and treatment.
- The student receives immediate first aid or medical attention at the site as needed, and will receive information related to the nearest emergency services, if necessary.
- The student must report the incident to the Campus Health Center within 24 hours by calling (402) 354-7211. If leaving a message, provide your name and contact information as well as the nature, date, and location of the incident.
- If necessary, the student will seek further treatment at the provider/agency of their choice. Any costs incurred are the responsibility of the student. The exception is a blood/body fluid exposure which requires immediate treatment (refer to Blood/Body Fluid policy).
- Campus Health will notify the student's Program Director and follow-up with the student as necessary.

Do not attempt to move or relocate an injured person, as you may cause additional harm. Wait for appropriate medical assistance.

NMC employees are not permitted to transport a sick or injured student under any circumstance. Employees may assist a student in contacting a friend or family member, or if necessary emergency personnel, to arrange transportation to a healthcare facility or other location.

BLOOD/BODY FLUID OCCUPATIONAL EXPOSURE PROCEDURE

This procedure is to be followed if a student is involved in a blood/body fluid (BBF) exposure incident at any campus or clinical facility.

1. Faculty, preceptor or designated supervisor immediately assists the student in cleansing the wound or affected area with soap and water, or irrigating splash areas (i.e., eyes, mucous membranes) with normal saline or water. If eyes have been splashed, flush 15 minutes at eye wash station with wash bottle or saline.
2. If the exposure occurs Monday-Friday, 6:30 a.m. - 5 p.m., call Methodist Employee Health at (402) 354-5684. When speaking to the secretary, the caller should identify him/herself as a Nebraska Methodist College student with a potential BBF exposure. The student will be directed to go to one of the Employee Health locations (Methodist Hospital, 2nd floor, North Tower).
3. If the exposure occurs at a time when Employee Health is closed, call the Methodist Hospital operator at (402)354-4000 and page the House Supervisor to report the exposure.
4. Employee Health will assist the student in filling out all necessary documentation forms and coordinate any necessary follow-up.
5. In addition to notifying the Methodist Health System Employee Health Department (as directed above) the student is to follow any institutional policies and procedures at the location where the exposure occurred.
6. Costs incurred by a student blood and body fluid exposure are paid by Nebraska Methodist College.

EMPLOYEE INJURY OR ILLNESS

Follow the Methodist Health System's policies and procedures briefly described below. Please refer to the "Work-Related Injury/Illness" policy and "Return to Work Following Any Injury/Illness" policy for complete information (found on Ernie).

The Employee Health Department is the first resource to employees for the treatment/screening of work-related injuries/illnesses. The Employee Health Department is responsible for triaging non-emergent work-related injuries/illnesses, and for maintaining work-related injury/illness statistics.

In the event of a work-related injury/illness, the following procedures will be followed:

At the Time of Work-Related Injury/Illness:

Employees injured/ill on the job must contact the Employee Health nurse or designated backup, as soon as possible for assessment and to report the injury/illness.

If the employee appears to require emergency care:
• If the employee is not at a hospital location, contact 911. Notify Employee Health at 402-354-5684 as soon as possible after contacting 911.
• If the employee is at a hospital location, take the employee to the Emergency Department. Notify Employee Health at 402-354-5684 as soon as possible.
• The organization may require an employee involved in an accident in the workplace to submit to drug and/or alcohol testing.

If the employee does not appear to require emergency care:

• During the hours of 6:30am-5:00pm, Monday-Friday, the employee should go to Employee Health, or contact Employee Health at 402-354-5684. Employee Health will assist in determining the best care options. Employees should not proceed to medical care without notifying Employee Health, unless it is an emergency.
• After hours, if the employee does not work at a hospital location, the employee should contact his/her supervisor or designated individual. He/she will determine whether the employee should report to the NMH or MWH Emergency Department for assessment, or contact Employee Health on the next business day. Employees should not proceed to medical care without talking to Employee Health, unless it is an emergency or they have supervisor approval. If the employee does go to the Emergency Department for assessment, he/she should contact Employee Health at 402-354-5684 on the next business day.

**RETURN TO CLINICAL, CLASS, AND LAB FOLLOWING ILLNESS OR INJURY POLICY**

**Purpose:**
To determine the student's ability to return to normal academic activities in the classroom, lab, and/or clinical to ensure the health and safety of the student, as well as their faculty, classmates and patients.

**Policy:**
The student must present documentation from their personal health care provider to the Campus Health Center prior to returning to the College following an absence caused by orthopedic pain/injury, including back/neck pain, surgery, pregnancy, delivery or other health related situation that may impact the student's ability to engage in normal classroom, laboratory or clinical experiences. Documentation must indicate the date that the student may return to normal academic activities, and must specify any restrictions if applicable.

Students who are enrolled in any clinical or laboratory experience must provide evidence that they satisfactorily meet the technical standards of performance for the program in which they are enrolled. Students with restrictions or who no longer satisfy the technical standards of performance will not be permitted to return to the clinical setting. Participation in the laboratory setting may be restricted depending on the nature of the experience. Restrictions will be evaluated on a case-by-case basis.

**Infectious Conditions:**
Before returning from an absence related to an actual or probable infectious condition including, but not limited to, pink eye, diarrhea/vomiting, rash, draining wounds or influenza, the student may need to be seen by the Campus Health Center for clearance to return to the academic setting (classroom, lab, or clinical). The student may also be requested to present documentation from their personal health care provider stating that they are no longer infectious and may return to normal academic activities in the classroom, lab, or clinical settings.

All documentation related to the issues above shall be presented to the Campus Health Center where it will be placed in the student's medical file. Misrepresenting your personal circumstances to a member of the Campus Health Center, clinical agency, faculty, or College official constitutes academic dishonesty and is grounds for disciplinary action.

**TOBACCO-FREE ENVIRONMENT**

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

**Policy:**
In accordance with Methodist Health System policy and efforts to promote and encourage healthy lifestyles, Nebraska Methodist College is a tobacco-free environment. Use, sale or distribution of tobacco products is prohibited inside and outside all buildings on the NMC campus and in private vehicles parked on College property. In addition, tobacco use is prohibited at all College sponsored off-campus events or at off-campus property owned by the College, including the Alumni Center.
Tobacco products include, but are not limited to, cigarettes, artificial or stimulated smoking devices (electronic cigarettes, etc.), cigars, chewing tobacco, hookah-smoked products, clove cigarettes, cigarillos, and pipe smoking. Individuals covered by the tobacco-free policy include, but are not limited to, students, employees, visitors, vendors, leased tenants, and contractors. Tobacco industry and related company sponsorship of campus groups, events, individuals, and departments is prohibited. This includes scholarships, sponsorship of faculty positions, and recruiting for employment.

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

*Updated: July 2013*
Mission and Vision

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

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

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

Our Programs

Bridge to Healthcare

The Nebraska Methodist College Bridge to Healthcare is a pilot program that will provide educational experiences for low-income, first-generation, and other underrepresented students. The purpose of this program is to provide a one-year academic supportive learning community to prepare students for one of the degree programs at Nebraska Methodist College.

This program is designed for students who show academic promise but whose GPA or ACT are too low for NMC admittance. The one-year Bridge to Healthcare program is designed to get students academically ready for their degree program. Students who successfully complete all the Bridge Program components and pass all courses with a grade of "C" or higher will be eligible for admission to NMC in the following fall. Additional support will be provided for these Bridge students throughout their tenure at NMC.

Careers in Science

Careers in Science is a collaboration with Omaha Central High School and the Central High School Foundation. It is designed to introduce high school students to health careers and the college preparation necessary to pursue them. Each year, interested students come to the NMC campus to participate in a program which includes visits to program laboratories, tours of the College and of student housing, and a general introduction to higher education in healthcare.

Community Scholars

CfHP Community Scholars are senior level nursing students who collaborate with community agencies to effect change on a public health issue which concerns them. Community Scholars identify this public health issue during their junior year, and are connected with a community agency addressing that issue. Scholars work with the agency during their senior year on a project agreed upon between the Scholar and the community partner.

Fourth Grade Learning Day

Fourth Grade Learning Day provides an opportunity for fourth grade students from an Omaha Public School to be exposed to a collegiate setting. Students participate in several hands-on activities during their time on NMC's campus and learn what it takes to become a college student. The Center assumed the coordination of Fourth Grade Learning Day in 2012.

Immersions

NMC alternative-break service immersion trips have been held since 2004. Typically, NMC offers three service immersions each year, which take place either during the fall break, winter break and spring break. These experiences are intended deepen students' knowledge of community issues, build cultural competence and expand community. Each immersion is crafted around a particular health related topic.

Mobile Diabetes Center

The Mobile Diabetes Center is a partnership between Nebraska Methodist College Center for Health Partnerships and the Cosmopolitan, Cornbelt Diabetes Connection. The partnership works to expand and deepen community health impact by providing NMC students, faculty and alumni with an opportunity to address diabetes health issues for a variety of urban and rural populations.
Our Families' Health

Our Families' Health is a community education program that prepares individuals to engage as health promoters, "promotoras," in their own communities in the states of Iowa and Nebraska. Participants in the program receive instruction in leadership, communication, interpersonal skills, service coordination, capacity building, advocacy, teaching and health literacy.

College Challenge

The College Challenge is college preparation program funded by the College Access Challenge Grant. Nebraska Methodist College received the grant from the Nebraska Coordinating Commission for Post-Secondary Education. NMC first received the College Access Challenge grant in 2010. The College Challenge program offers a variety of services and activities to help low-income and underrepresented students pursue post-secondary education.

Upward Bound

Upward Bound is a federally funded college preparation program through the U.S. Department of Education. NMC first received Upward Bound funding in 2007. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.
NMC Graduates as Educated Citizens

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

We reach the educated citizen outcome through core curriculum courses, professional courses and through opportunities offered by Student Services. The process of becoming an educated citizen requires three facets of development: to be a Reflective Individual, to be an Effective Communicator, and to be a Change Agent. The model 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:**

-105-
Baccalaureate Degree: 45 Credit Hours

COMMUNICATIONS: 9 credit hours that must include:
- COM 101 English Composition
- COM 230 or 245 Language and Culture in Healthcare
- 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 220/255/270** The World of Ideas: Elective

**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: 12 credit hours that must include:
- SSC ___ Psychology Elective
- SSC ___ Statistics, Research or combined Stats/Research course
- SSC 235 The Sociology of Culture
- SSC 465 Capstone: The Educated Citizen

Associate Degree: 21 Credit Hours

COMMUNICATIONS: 6 credit hours that must include:
- COM 101 English Composition
- COM 230 or 245 Language and Culture in Healthcare
- 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___ Psychology elective as determined by program
**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 degree) or silver (bachelor’s degree) cord at graduation and have the honor society mentioned after their name is read during commencement exercises.

**Effective Communication Through Writing Across the Curriculum**

The Writing Across the Curriculum (WAC) program offers instruction in writing within professional courses, through resources on NMC’s WAC Website (whose “WAC” tab appears at the top of MyMethodist), and by specialized tutoring on a referral basis. Students who have questions about writing assignments or who encounter difficulties in writing are encouraged to contact their instructors, who may refer students for additional tutoring. Drafts in progress can be submitted for feedback through an online tutoring program that is discussed on NMC’s WAC website.

Faculty incorporate writing as a learning tool in NMC courses. As they write in professional courses, students adopt the discourse of their professional community, and they refine advanced writing skills, including the documentation of research. Most NMC faculty require students to use APA style.

NMC’s WAC Website provides resources in grammar and usage, offers a video library of tips for computer use in writing, and summarizes rules in documentation styles including APA style, AMA style, and NLM style.

Faculty members can refer students with individual needs to the coordinator of the WAC program.

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

Learning occurs in a twofold manner:

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

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

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

Bachelor of Science in Nursing (BSN)

Vision

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

Mission

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

Philosophy

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

The nursing faculty believe human beings are holistic and integrated. Each human being has dignity, basic rights and responsibilities, individual needs and a unique internal environment. The human interacts within the environment, which encompasses all external factors that affect the human’s well being and speaks to physical, social and existential dimensions as well as various settings. The client is the human recipient of care - individual, family, group or community.

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

Nursing is a caring, creative, dynamic and interactive process that uses scientific and humanistic bodies of knowledge to assist the client in attainment of a dynamic state of well being with a focus on human responses to actual or potential health problems. The nursing curriculum focuses on Jean Watson's science of caring* and is based on the following assumptions. Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying. The practice of caring is an integral part of nursing and consists of the carative factors, which are those interventions that result in the satisfaction of human needs. The caring philosophy promotes health and human growth and accepts a human not only as he or she is now, but as whom he or she may become. A caring atmosphere is one that offers the development of potential while allowing the client to choose the best action at a given point in time. Caring is demonstrated and practiced interpersonally and uses the systematic nursing process approach.

The curricular framework incorporates a community-based approach that prepares students to build connections between knowledge and action in an increasingly interdependent world. Students develop the attributes of effective nursing professionals and responsible citizens through focused and meaningfully applied learning experiences. Community-based education encompasses the concepts of health promotion, self care, prevention, collaboration and continuity of care within the context of culture and community.

The nursing faculty believe that nursing education uses the science of caring and builds on the application and synthesis of the biophysical, psychosocial, computer and information sciences and the humanities. Learning is a lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes and/or ways of thinking. The faculty view teaching as an interactive process that uses a system of actions to promote the acquisition, application, integration and synthesis of knowledge. Optimal learning is enhanced by interaction with faculty members who use a variety of instructional strategies and settings. Faculty members serve as teachers, facilitators, resource personsevaluators 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.

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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.


**Traditional BSN**

**Overview**

Program Information

- This Bachelor of Science in Nursing is a CCNE-accredited, 4-year program.
- The curriculum centers on *community-based* education, with an emphasis on *caring and holistic healthcare*.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills - we are *Educated Citizens*. This solid foundation prepares our graduates to create and lead change in the world around them.
- **Clinical experience** begins in the first year, to build confidence in skills and enable students to apply classroom theory to a variety of situations.

More Program Details

- [Nursing Technical Standards](#)

**Admissions**

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

**BSN Program Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school & college record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- Math and Science courses, recommended courses: Algebra, Biology, Chemistry and Anatomy & Physiology
- Fulfillment of [technical standards](#)

**Courses**

The BSN Program is a 4-year all inclusive program. The curriculum is designed for students to complete their General Education courses alongside the 7 required semesters of Nursing courses. All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the [Educated Citizen Core Curriculum](#). All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.
Curriculum

Year One:

**FIRST SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SCI 103</td>
<td>College Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total       |                                                     | 16      |

**SECOND SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270*</td>
<td>The World of Ideas: Humanities</td>
<td>3</td>
</tr>
<tr>
<td>NRS 100</td>
<td>Introduction to Community-Based Nursing</td>
<td>2.5</td>
</tr>
<tr>
<td>NRS 100C</td>
<td>Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>SCI 280</td>
<td>Microbiology</td>
<td>3</td>
</tr>
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</table>

| Total       |                                                     | 17      |

Year Two:

**THIRD SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
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<td>Health Assessment Across the Lifespan Lab</td>
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</tr>
<tr>
<td>NRS 220</td>
<td>Community-Based Care with Adults</td>
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<tr>
<td>NRS 220C</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SCI 230</td>
<td>Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 315</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 215</td>
<td>Lifespan Psychology</td>
<td>3</td>
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</tbody>
</table>

| Total       |                                                     | 17      |

**FOURTH SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 240</td>
<td>Community-Based Care with Families</td>
<td>3.5</td>
</tr>
<tr>
<td>NRS 240C</td>
<td>Clinical Practicum</td>
<td>2.5</td>
</tr>
<tr>
<td>NRS 245</td>
<td>Public Health Science I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 235</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>SCI 240</td>
<td>Principles and Concepts of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total       |                                                     | 15      |

Year Three:
### FIFTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NRS ___</td>
<td>Non-clinical nursing elective</td>
<td>2</td>
</tr>
<tr>
<td>NRS 340</td>
<td>Community-Based Care Across Lifespan</td>
<td>5</td>
</tr>
<tr>
<td>NRS 340C</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>SSC 360</td>
<td>Introduction to Statistics</td>
<td>3</td>
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</tbody>
</table>

### SIXTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 210</td>
<td>Introduction to Ethics</td>
<td>3</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>4</td>
</tr>
<tr>
<td>NRS 350C</td>
<td>Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>SSC 370</td>
<td>Principles of Research</td>
<td>3</td>
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</table>

### Year Four:

#### SEVENTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 255</td>
<td>The World of Ideas: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NRS 445</td>
<td>Nursing the Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>NRS 450C</td>
<td>Clinical Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

#### EIGHTH SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Humanities</td>
<td>3</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 462C</td>
<td>Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 126**

---

**Accelerated BSN (ACE)**

**Overview**

Program Information

- Fast-paced, full time **accelerated nursing** program allows you to earn your BSN in just 15 months.
- The curriculum centers on **community-based** education, with an emphasis on **caring and holistic** healthcare.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills - we are **Educated Citizens**. This solid foundation prepares our graduates to create and lead change in the world around them.
- **Clinical experience** begins early, to build confidence in skills and enable students to apply classroom theory to a variety of situations.

More Program Details

- [Nursing Program Technical Standards](#)

**Admissions**

Prospective students may apply anytime and are accepted based on deadlines throughout the year. **Early application is encouraged so the student’s transcripts can be evaluated.** Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

This program offers an accelerated format for those possessing a degree in a non-nursing field and meeting prerequisites. Any associate, bachelor, or higher degree is acceptable. Students maintain a full-time status for 15 months - the last six weeks of which are spent in a one-on-one preceptorship.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Associate or Bachelor degree with a minimum cumulative GPA of 2.75 from a regionally accredited institution
- Meet program technical standards
- Completion of the general education pre-requisite courses prior to January enrollment.

**Arts & Sciences Requirements**

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

Students who enter the program with an associate degree must also complete HUM 150: Critical Reasoning and Rhetoric; those with a Bachelor degree are given transfer credit for this class.

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

*At least one of the two humanities elective courses must be in the Arts or Human Connection distribution area.
The College Registrar will evaluate previous transcripts. To get started, contact the Admissions office.

**Courses**

All *accelerated nursing degree* students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the **Educated Citizen Core Curriculum**. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts & Sciences requirements.

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.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 265A Introduction to Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 315A Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 100A Introduction to Community-Based Nursing</td>
<td>2.5</td>
</tr>
<tr>
<td>NRS 100AC Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 202A Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NRS 202AL Health Assessment Across the Lifespan Lab</td>
<td>0</td>
</tr>
<tr>
<td>NRS 220A Community-Based Care with Adults</td>
<td>4</td>
</tr>
<tr>
<td>NRS 220AC Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NRS 240A Community-Based Care with Families</td>
<td>3.5</td>
</tr>
<tr>
<td>NRS 240AC Clinical Practicum</td>
<td>2.5</td>
</tr>
<tr>
<td>NRS 245A Public Health Science I</td>
<td>1</td>
</tr>
<tr>
<td>NRS 340A Community-Based Care Across Lifespan</td>
<td>5</td>
</tr>
<tr>
<td>NRS 340AC Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NRS 345A Public Health Science II</td>
<td>2</td>
</tr>
<tr>
<td>NRS 350A Advanced Concepts in Community-Based Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 350AC Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>COM 230/245A Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NRS ___ Non-clinical nursing elective</td>
<td>2</td>
</tr>
<tr>
<td>NRS 446A Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450A Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>NRS 450AC Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NRS 462A Community-Based Care: Complexity of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 462AC Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 470A Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470AP Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>SSC 465A Capstone: The Educated Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>
LPN to BSN

Overview
The Bachelor of Science in Nursing at NMC is a CCNE-accredited, 4-year program.

- The curriculum centers on community-based education, with an emphasis on caring and holistic healthcare.
- Students learn to focus on the community of people being served wherever their needs are, whether it's in acute-care settings (hospitals), long-term care settings (nursing homes), clinics or in the community.
- Students learn to integrate the concepts of health promotion, self-care, prevention, collaboration and continuity of care with clinical and assessment skills - all within the context of culture and community.
- Our graduates have more than just technical skills - we are Educated Citizens. This solid foundation prepares our graduates to create and lead change in the world around them.
- Clinical experience begins early, to build confidence in skills and enable students to apply classroom theory to a variety of situations.

More Program Details

- Nursing Technical Standards

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- College record
- Math and Science courses
- Proof of unencumbered LPN licensure or for new graduates, proof of eligibility for LPN licensure
- Graduation from an accredited or state approved LPN program
- Fulfillment of program technical standards

Admission criteria in addition to College admission requirements:

a. Applicants must provide proof of current unencumbered licensure as a licensed practical nurse.
b. Official transcripts documenting graduation from a state-approved technical or vocational program.

Transcript evaluation and validation of prior learning:

c. The College Registrar will evaluate previous transcripts.
d. Upon successful completion of NRS 176 LPN Bridge Course, the LPN will be awarded credit for the following courses:

   NRS 100 Introduction to Community-Based Nursing 2.5 credits
   NRS 100C Clinical Practicum 1.5 credits

e. One credit hour will be given for NRS 176 LPN Bridge Course.
f. Upon successful completion of NRS 176 LPN Bridge Course and all required courses in Phase I, the LPN will be ready for enrollment in NRS 220. The LPN student follows the same curriculum structure of the Bachelor of Science in Nursing.

Courses
The LPN to BSN program requires that students have an active LPN Licensure, and provide official transcripts documenting graduation from a state-approved technical or vocational program. View the transcript and validation of prior learning information on the admissions pages.
The following is the progression plan for full-time LPN nurses to the BSN program. A student must earn a minimum of 126 semester credit hours to be eligible for the Bachelor of Science in Nursing. Actual course availability in any given semester/session is dependent upon College practices.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of general education requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

Phase 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language &amp; Culture in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HUM 150</td>
<td>The World of Ideas: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220/255/270*</td>
<td>The World of Ideas: Humanities</td>
<td>3</td>
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<tr>
<td>NRS 176</td>
<td>LPN Bridge Course</td>
<td>1</td>
</tr>
<tr>
<td>SCI 103</td>
<td>College Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>SCI 225</td>
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<td>SCI 226</td>
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<td>SCI 280</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Psychology</td>
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</tbody>
</table>

**Total Phase 1 Credits: 30**

Phase 2

**FIRST SEMESTER:**

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>NRS 202</td>
<td>Health Assessment Across the Lifespan</td>
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</tr>
<tr>
<td>NRS 202L</td>
<td>Health Assessment Across the Lifespan Lab</td>
<td>0</td>
</tr>
<tr>
<td>NRS 220</td>
<td>Community-Based Care with Adults</td>
<td>4</td>
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<td>NRS 220C</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SCI 230</td>
<td>Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>SCI 315</td>
<td>Pathophysiology</td>
<td>3</td>
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<tr>
<td>SSC 215</td>
<td>Lifespan Psychology</td>
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17

**SECOND SEMESTER:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NRS 240</td>
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</tr>
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<td>NRS 245</td>
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<td>SCI 235</td>
<td>Pharmacology II</td>
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</tr>
<tr>
<td>SCI 240</td>
<td>Principles and Concepts of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
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15

**THIRD SEMESTER:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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</tr>
<tr>
<td>NRS 340</td>
<td>Community-Based Care Across Lifespan</td>
<td>5</td>
</tr>
<tr>
<td>NRS 340C</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NRS __</td>
<td>Non-clinical nursing elective</td>
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</tr>
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<td>SSC 360</td>
<td>Introduction to Statistics</td>
<td>3</td>
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</table>

**FOURTH SEMESTER:**

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Introduction to Ethics</td>
<td>3</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>4</td>
</tr>
<tr>
<td>NRS 350C</td>
<td>Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>SSC 370</td>
<td>Principles of Research</td>
<td>3</td>
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</table>

**FIFTH SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 255</td>
<td>The World of Ideas: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>NRS 445</td>
<td>Nursing the Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Community-Based Care: Complex Concepts Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>NRS 450C</td>
<td>Clinical Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

**SIXTH SEMESTER:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Humanities</td>
<td>3</td>
</tr>
<tr>
<td>NRS 462</td>
<td>Community-Based Care: Complexity of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 462C</td>
<td>Clinical Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>NRS 470P</td>
<td>Senior Preceptor Practicum</td>
<td>2</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Phase 2 Credits:** 93

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

**RN to BSN**

**Overview**

Program Information

- The **online** RN to BSN program is a CCNE-accredited, 18-month course of study that combines a well-defined curriculum with practical experience.
- The core program is cohort-based, which gives students a sense of community even though they're not taking classes together in traditional classrooms.
- Each course lasts five weeks, followed by one week off before the start of the next course.
- Students can access courses any time of any day, from anywhere with Internet access.
This program format allows students to balance educational goals with personal and professional responsibilities.

More Program Details

- Nursing Program Technical Standards

## Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

### Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Current unencumbered licensure as a Registered Nurse
- Graduation from a state approved diploma or Associate degree program
- Minimum cumulative GPA of 2.5
- Meet program technical standards
- Pre-requisite / Phase 1 courses listed must be completed at a regionally accredited institution with a grade of C- or above
- Non-Nebraska Residents meet State Authorization

### Validation of Credit

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

| With successful completion of SCI 315 Pathophysiology, the student will be awarded 14 validation credits for: | SCI 103 College Chemistry  
SCI 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 Intro to Comm-Based Nursing/Clinical Practicum  
NRS 220/220C Comm-Based Care with Adults/Clinical Practicum  
NRS 240/240C Comm-Based Care with Families/Clinical Practicum  
NRS 340/340C Comm-Based Care Across the Lifespan/Clin Pract |
| With successful completion of NRS 476/476C RN-BSN Community Health Nursing/Clinical Practicum, the student will be awarded 12 validation credits for: | NRS 245 Public Health Science I  
NRS 345 Public Health Science II  
| With successful completion of NRS 480 Complexity in Nursing, the student will be awarded 12 validation credits for: | NRS 450/450C Comm-Based Care: Complex Concepts Across the Lifespan/Clinical Practicum  
NRS 462/462C Comm-Based Care: Complexity of Aging/Clin Pract |

- The RN can validate nursing course outcomes through Validation of Prior Learning guidelines.
- Pre-requisite Phase I courses must be completed at a regionally accredited college or university with a grade of "C-" or above earned:
  - English Composition (3 credits)
  - Ethics (3 credits)
  - Humanities* (9 credits)
  - Intro to Psychology (3 credits)
  - Lifespan Psychology (3 credits)
The Sociology of Culture (3 credits)
Statistics (3 credits)

• 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.

Courses
All RN to BSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (Arts, History, Human Connection)*</td>
<td>9</td>
</tr>
<tr>
<td>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>Curriculum</th>
<th>Credits</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) must be taken.

Master of Science in Nursing (MSN)

**MSN Program Philosophy**
The philosophy of the Master of Science in Nursing program of the Division of Nursing which builds on the AACN Baccalaureate Essentials is reflective of the values and beliefs from which the NMC mission and core values were formulated.
Nursing integrates empirical, personal, aesthetic, ethical and emancipatory ways of knowing to care for clients (Chinn and Kramer, 2011). Nursing is concerned with promoting health, preventing illness, restoring health, and caring for the sick and dying.

Learning is a lifelong, continuous process through which humans acquire knowledge that results in changes of behavior, attitudes, and/or ways of thinking. The nursing faculty believe that nursing education is built on the application and synthesis of the biophysical sciences, psychosocial sciences, the humanities, and nursing science. Teaching is an interactive process that uses a system of actions to promote acquisition, application, integration, and synthesis of knowledge. The graduate faculty serve as teachers, facilitators, resource persons, evaluators, mentors, and professional role models. Graduate education plays a strategic role in the ongoing development of the skilled professional who will contribute to the health, business, political, and social structures of the global community.

Completion of the Master of Science Nursing Program provides the graduate with a strong theoretical and practical base congruent with the MSN Essentials to improve healthcare through a culture of evidence-based practice. This education will prepare the graduate with a firm background in critical thinking and decision-making skills. The master's prepared nurse will have the necessary skills to practice independently and interdependently and to build interdisciplinary collegial relationships. The graduate will participate in the creative development of partnerships with communities to deliver services to a variety of populations.

There will be consideration and advocacy for the health care needs of populations, especially those at risk and the growing number of those clients who are underserved. The graduate will be able to use creativity and flexibility in order to deal with roles less clearly defined as well as to manage and carry out the changing and challenging advanced nursing roles. This graduate will function in an increasingly complex health care system that includes responding to global, technological, and environmental issues. The graduate will be able to analyze, synthesize, and utilize knowledge in a scholarly manner. An understanding of health care policy, financing, cultural sensitivity, and ethical decision making will assist graduates in assuming a leadership role in promoting effective systems in nursing and healthcare.


RN to MSN, Nurse Educator

Overview

Program Information

- This **RN to MSN Nurse Educator track** is CCNE-accredited and can be completed online in less than 36 months.
- The program is designed for busy Registered Nurses (RNs) who have a passion for the nursing profession as well as for learning, teaching and working with students.
- The curriculum provides the skills and knowledge needed to work as a nurse educator in many different settings.
- Students gain teaching experience through practicum and projects.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

*Online RN to MSN Program Admissions Criteria*

Applicants are evaluated on the basis of the following criteria:

- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- GPA of 3.0 or above; GPA below 3.0 will be considered on an individual basis
- Current unencumbered licensure as a Registered Nurse
- Non-Nebraska Residents meet State Authorization
**Courses**

All RN to MSN program students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

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

---

**Bridge Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SSC 360</td>
<td>Introduction to Statistics</td>
<td>3</td>
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<tr>
<td>SSC 370</td>
<td>Principles of Research</td>
<td>3</td>
</tr>
<tr>
<td>NRS 402</td>
<td>Nursing Assessment for RN’s</td>
<td>3</td>
</tr>
<tr>
<td>NRS 446</td>
<td>Collaborative Nursing Leadership in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 476C</td>
<td>Community Health Nursing Clinical Practicum</td>
<td>3</td>
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</table>

**Total Credits:** 18

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**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<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>
<tr>
<td>NRS 523</td>
<td>Curriculum/Program Development &amp; Evaluation</td>
<td>4</td>
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<td>Practicum in Nursing Education</td>
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<td>Advanced Health Assessment/Patho/Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 592</td>
<td>Capstone I</td>
<td>2</td>
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<tr>
<td>NRS 594</td>
<td>Capstone II</td>
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</table>

**Total Credits:** 36

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**RN to MSN, Nurse Executive**

**Overview**

Program Information

- The RN to MSN Nurse Executive track is CCNE-accredited and can be completed online in less than 36 months.
- The program is designed to further your skills as a nurse, a leader and a capable business executive.
• The curriculum provides the skills and knowledge needed to work as an executive in many leadership roles in a variety of healthcare settings.
• Courses are five weeks long, with one week off before the start of the next course.
• Students can access courses at any time of the day and from anywhere with Internet access.

**Admissions**
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

*Online RN to MSN Program Admissions Criteria*
Applicants are evaluated on the basis of the following criteria:

- Graduation from an associate degree or diploma RN state approved program of nursing and professionally accredited by ACEN or CCNE.
- GPA of 3.0 or above; GPA below 3.0 will be considered on an individual basis
- Current unencumbered licensure as a Registered Nurse
- Non-Nebraska Residents meet [State Authorization](#)

**Courses**
All RN to MSN program students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

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

**Bridge Courses**

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**Total Credits:** 18

**Curriculum**

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<td>NRS 550</td>
<td>Organizational Behavior &amp; Structure</td>
<td>3</td>
</tr>
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<td>NRS 552</td>
<td>Role of the Nurse Executive I: Leading an Organization</td>
<td>3</td>
</tr>
<tr>
<td>NRS 554</td>
<td>Role of the Nurse Executive II: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>NRS 558</td>
<td>Role of the Nurse Executive III: Financial Management &amp; Economics</td>
<td>4</td>
</tr>
<tr>
<td>NRS 559</td>
<td>Practicum: Management, Improvement &amp; Evaluation in Health Care</td>
<td>4</td>
</tr>
</tbody>
</table>

- 122 -
Organizations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 592</td>
<td>Capstone I</td>
<td>2</td>
</tr>
<tr>
<td>NRS 594</td>
<td>Capstone II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits:</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**MSN, Nurse Educator**

**Overview**

**Program Information**

- This *online MSN program is a CCNE-accredited* program that can be completed online in less than 24 months.
- The program is designed for busy Registered Nurses (RNs) who have a passion for the nursing profession as well as for learning, teaching and working with students.
- The curriculum provides the skills and knowledge needed to work as a nurse educator in many different settings.
- Students gain teaching experience through practicum and projects.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

**More Program Details**

- [Nurse Faculty Loan Program](#)

**Admissions**

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

**MSN Program Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Bachelor of Science in Nursing degree (BSN) from a state approved program of nursing and professionally accredited by ACEN or CCNE.
- BSN program GPA of 3.0.
- GPA below 3.0 will be considered on an individual basis.
- Current unencumbered licensure as a Registered Nurse.
- Non-Nebraska Residents meet [State Authorization](#)

**Courses**

All MSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

A student must earn a minimum of 36 total credit hours to be eligible for the Master of Science in Nursing degree. All course requirements as outlined below must be met.

**Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 508</td>
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<td>NRS 513</td>
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<td>3</td>
</tr>
</tbody>
</table>
NRS 516  Teaching-Learning Principles for Nursing Education  3
NRS 517  Critical Appraisal of Knowledge for Practice  3
NRS 518  Instructional Methods  3
NRS 519  Synthesis and Use of Knowledge for EBP  3
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 Credits:  36

MSN, Nurse Executive

Overview

Program Information

- The online MSN program is a CCNE-accredited program that can be completed online in less than 24 months.
- The program is designed to further your skills as a nurse, a leader and a capable business executive.
- The curriculum provides the skills and knowledge needed to work as an executive in many leadership roles in a variety of healthcare settings.
- Courses are five weeks long, with one week off before the start of the next course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

MSN Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Bachelor of Science degree in Nursing (BSN) from a state approved program of nursing and professionally accredited by ACEN or CCNE.
- BSN program GPA of 3.0.
- GPA below 3.0 will be considered on an individual basis.
- Current unencumbered licensure as a Registered Nurse.
- Non-Nebraska Residents meet State Authorization

Courses

All MSN students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

A student must earn a minimum of 36 total credit hours to be eligible for the Master of Science in Nursing degree. All course requirements as outlined below must be met.

Curriculum

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 Credits: 36

Nurse Educator Post-Master’s Certificate

Overview

Program Information

- This certificate can be completed online in less than 10 months.
- It's a great option for working RNs with an MSN degree who have a passion for both teaching and the profession of nursing.
- The curriculum is 14 credit hours. Among the topics covered are curricular design, instructional and teaching modalities and practicum.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Nurse Educator Certificate Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Master of Science degree in Nursing from a regionally accredited institution
- Applicants who have a Master of Science or Arts degree in healthcare fields will be considered on an individual basis
- Cumulative GPA of 3.0 or above
- Non-Nebraska Residents meet State Authorization

Courses

All nurse educator certificate students are required to complete specific coursework. The following plan represents progression for the online post-master's certificate as a nurse educator. There are a total of 14 credit hours to complete.

Curriculum

NRS 516  Teaching-Learning Principles for Nursing Education  3
NRS 523  Curriculum/Program Development & Evaluation  4
NRS 518  Instructional Methods  3
Nurse Executive Post-Master’s Certificate

Overview

Program Information

- This certificate can be completed online in less than 10 months.
- It's a great option for working RNs with an MSN degree who have a passion for both leadership and the profession of nursing.
- The curriculum is 14 credit hours. Among the topics covered are principles of economics, finance, organizational behavior, strategic planning, health policy and practicum.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of the day and from anywhere with Internet access.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Nurse Executive Certificate Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Master of Science in Nursing degree from a regionally accredited institution
- Applicants who have a Master of Science or Arts degree in healthcare fields will be considered on an individual basis
- Cumulative GPA of 3.0 or above
- Non-Nebraska Residents meet State Authorization

Courses

All nurse executive certificate students are required to complete specific coursework. The following plan represents progression for the online post-master's certificate as a nurse executive. There are a total of 14 credit hours to complete.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 550</td>
<td>Organizational Behavior &amp; Structure.</td>
<td>3</td>
</tr>
<tr>
<td>NRS 558</td>
<td>Role of the Nurse Executive III: Financial Management &amp; Economics</td>
<td>4</td>
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<tr>
<td>NRS 552</td>
<td>Role of the Nurse Executive I: Leading an Organization</td>
<td>3</td>
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<tr>
<td>NRS 559</td>
<td>Practicum: Management, Improvement &amp; Evaluation in Health Care Organizations</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 14
Diagnostic Medical Sonography - Cardiovascular, AS

Overview

Join a Sonography Program That Combines Technology and Patient Care.

A cardiovascular sonographer aids physicians in the diagnosis and treatment of disorders affecting the cardiovascular system. Using ultrasound and other technology, sonographers will collect and evaluate images of the heart, the heart valves and related blood vessels. Cardiovascular sonographers also evaluate, analyze and record information related to blood vessel anatomy and blood flow of the vessels.

Cardiovascular sonographers work closely with patients. People who choose this career find it rewarding because they are helping others - and because they can make a good living doing it.

Program Information

- This Associate of Science degree in sonography is a two year program.
- Students are able to sit for adult echocardiography and vascular technology examinations administered by the American Registry of Diagnostic Medical Sonographers (ARDMS).
- In addition to student-focused instruction and laboratory learning experiences, students gain hands-on experience through supervised clinical training at hospitals and clinics throughout the greater Omaha area.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT / SAT (if within 2 years of high school graduation)
- Fulfillment program technical standards
- Job shadowing experience recommended
- College record
- Completion of all of the following general education prerequisite courses:
  - College Algebra (3)
  - Physics (3)
  - English Composition (3)
  - Lifespan Psychology (3)
  - Medical Terminology (1)
  - Human Anatomy and Physiology I with Lab (4)
  - Human Anatomy and Physiology II with Lab (4)
- Technical Standards for performance

Courses

All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.
Included within this list is the **Educated Citizen Core Curriculum**. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

**Curriculum**

**FIRST YEAR - Summer Semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
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<td>SCI 226L</td>
<td>Human Anatomy &amp; Physiology II Lab</td>
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<tr>
<td>SSC 215</td>
<td>Lifespan Psychology</td>
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**FIRST YEAR - Fall Semester**

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<tr>
<th>Code</th>
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<tbody>
<tr>
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<td>DMS 110</td>
<td>Applied Ethics and Law in Imaging I</td>
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<td>DMS 120</td>
<td>Intro to CV Sonography &amp; Patient Care</td>
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**FIRST YEAR - Spring Semester**

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**SECOND YEAR - Summer Semester**

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<td>The Sociology of Culture</td>
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</table>

**SECOND YEAR - Spring Semester**

- 128 -
Diagnostic Medical Sonography – Multispecialty, AS

Overview

Our Sonography Program Will Make You a Vital Part of a Medical Team.

Ultrasonography is an advanced technology that uses sound waves to generate images used for assessment and diagnosis of various medical conditions. The two-year accredited sonography program at NMC provides students with the knowledge and hands-on clinical training to become a certified sonographer.

The curriculum at NMC focuses on different parts of the body. The obstetrics and gynecologic portion focuses on imaging of the female reproductive system and includes one of the more well-known uses of sonography – examining the fetus of a pregnant woman to follow the baby’s growth and development.

The abdominal portion of the curriculum involves learning the anatomy of the abdominal cavity to help diagnose and treat conditions primarily involving the aorta, gallbladder, bile ducts, kidneys, liver, pancreas and spleen. During the program you will also focus on the breast, thyroid and male reproductive system.

Program Information

- This Associate of Science degree in sonography is a two year program.
- Students are able to sit for abdomen and obstetrics/gynecology examinations by the American Registry of Diagnostic Medical Sonographers (ARDMS).
- In addition to student-focused instruction and laboratory learning experiences, students gain hands-on experience through supervised clinical training at hospitals and clinics throughout the greater Omaha area.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT / SAT (if within 2 years of high school graduation)
- Fulfillment program technical standards
- Job shadowing experience recommended
- College record
- Completion of all of the following general education prerequisite courses:
Courses

All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum

FIRST YEAR - Summer Semester

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FIRST YEAR - Fall Semester

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FIRST YEAR - Spring Semester

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SECOND YEAR - Summer Semester

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<td>DMS 239</td>
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- 130 -
SECOND YEAR - Fall Semester

DMS 210  Applied Ethics & Law in Imaging III  .5
DMS 218  Sonographic Physics III  2
DMS 244  Sonographic Anatomy, Pathology & Critique III  5
DMS 248  Sonographic Clinical Practicum III  5
SSC 235  The Sociology of Culture  3

SECOND YEAR - Spring Semester

DMS 212  Applied Ethics and Law in Imaging IV  .5
DMS 236  Sonographic Seminar  2
DMS 253  Sonographic Clinical Practicum IV  5
DMS 255  Sonographic Anatomy, Pathology & Critique IV  3
COM 230/245  Language & Culture in Healthcare  3
COM 290  Portfolio Synthesis  0

Total Credits: 77

Health Studies, AS

Overview
The Associate of Science degree in Health Studies provides students who represent various occupations and roles within the healthcare workforce the opportunity to earn a degree that leverages their previous educational and work experience to achieve personal and professional growth. The curriculum builds on the occupation or disciplinary education with coursework in arts and sciences.

Program Information

- A total of 61 credits are required for this degree.
- This degree can be a terminal degree or may be used to bridge into a bachelor of science degree.

Admissions
This degree is designed for any individual who works in healthcare or a related area (such as an assisted living facility, nursing home, dental practice, etc.) and who wishes to earn an associate of science degree. The degree is designed for the student who has completed a certificate in a healthcare or related field from a regionally accredited college or university or an accepted professionally accredited program (e.g., CAAHEP, JRCERT, AAMA, ARCSS). Students will receive block credit for their certificate upon completion of all other degree requirements. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Success in prior math and science courses
- A certificate in a healthcare or related field, or completion of at least 30 credit hours from a regionally accredited institution toward a major in a healthcare or related occupation
- In the case of 30 credit hours earned, must be currently employed in a healthcare or related occupation or have a minimum of two years past employment in a healthcare or related field
- Non-Nebraska Residents meet State Authorization

Curriculum

**Arts & Sciences**

**Humanities**

- **HUM 150** The World of Ideas: Critical Reasoning & Rhetoric 3
- **HUM 2__** The World of Ideas: Elective 3

**Communications**

- **COM 101** English Composition 3
- **COM 230 or 245** Language & Culture in Healthcare 3
- **COM 290** Portfolio Synthesis 0

**Natural & Applied Sciences**

- **SCI__** Science Elective 3

**Social Sciences**

- **SSC __** Psychology Elective 3
- **SSC 235** The Sociology of Culture 3

**Professional Course Credit/Electives**

- Total Credits: 61

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

Credit for certificate/hospital-based courses will be awarded following completion of all other program requirements.

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**Physical Therapist Assistant, AS**

**Overview**

**Change Lives for the Better as a Physical Therapist Assistant**

Physical Therapist Assistants (PTA) work closely under the supervision of Physical Therapists to help people improve their physical capabilities.

As a PTA, you will learn to provide care specified by a Physical Therapist such as physical exercise, the use of special devices or technology and education.

Your goals are to help patients manage pain, increase mobility and achieve a better quality of life. PTAs are employed in many different settings including hospitals, private practices, outpatient clinics, nursing homes, schools, sports and fitness facilities as well as home healthcare.

**Program Information**

- This is an accredited Associate of Science degree program that can be completed in 22 months.
- The program combines 710 hours of clinical components along with classroom instruction and hands-on experience. Clinicals are located in the Omaha, NE metro area as well as surrounding communities.
• Utilizing state-of-the-art equipment, students learn how to teach movement, strength and coordination exercises; train patients to use crutches, canes or walkers; administer massage therapy and use ultrasound and electrical stimulation.
• Students must earn a total of 75 credits for this degree program.

More Program Details

• PTA Mission, Goals & Objectives
• PTA Technical Standards
• PTA Student Outcomes

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

• Minimum cumulative GPA of 2.5
• High school record
• ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
• College record
• Math and science courses, minimum 2 years high school math and science required
• Recommended high school or college level physics
• 20-hour observation experience
• Fulfillment of program technical standards

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements. As an educated citizen, NMC graduates are competent practitioners and respond productively to the complex dynamics of the world, utilizing a diversity of disciplines and perspectives.

Curriculum:

First Year - Fall Semester

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<td>PTA 100</td>
<td>Introduction to Physical Therapy</td>
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<td>PTA 105</td>
<td>Functional Anatomy with Lab</td>
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<td>PTA 115</td>
<td>Basic Skills in Patient Care Lab</td>
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<td>SCI 116</td>
<td>Medical Terminology</td>
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<td>SCI 200</td>
<td>Human Anatomy and Physiology</td>
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First Year - Spring Semester

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<tr>
<td>COM 101</td>
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<td>3</td>
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<tr>
<td>HUM 220/255/270</td>
<td>World of Ideas: Humanities Elective</td>
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</table>
PTA 120  Therapeutic Exercise with Lab  
PTA 130  Therapeutic Modalities with Lab  
SCI 206  Pathophysiology/ Pharmacology  

First Year - Summer Session

COM 230/245  Language & Culture in Healthcare  
PTA 190  PTA Clinical I: Orientation  
PTA 200  PTA Clinical II  
SSC 215  Lifespan Psychology  

Second Year - Fall Semester

PTA 210  Orthopedic Issues with Lab  
PTA 215  Pediatric & Neurologic Disorders with Lab  
PTA 220  Therapeutic Exercise II with Lab  
PTA 228  Special Topics with Lab  
SSC 235  The Sociology of Culture  

Second Year - Spring Semester

PTA 230  Medical Ethics, Law and Health Care Administration  
PTA 240  PTA Clinical III  
PTA 260  PTA Clinical IV  
PTA 280  PTA Seminar  
COM 290  Portfolio Synthesis  

Total Credits: 75

Radiologic Technology, AS

Overview

Join the high demand field of radiologic technology.

A radiology technologist produces images of the human body that are used in various diagnostic procedures. He or she uses a combination of technology, science, patient care and collaboration to perform job-related duties.

Doctors rely on Radiologic Technologists to take accurate X-rays while maintaining a high level of sensitivity with patients. Technologists may work in hospitals, clinics or other diagnostic imaging centers.

Program Information

- This is a two-year, accredited Associate of Science Degree program.
- The program provides both a strong liberal arts foundation and professional training.
• The clinical component of the program requires more than 1,400 hours of hands-on experience in various healthcare settings in the greater Omaha area, western Iowa and surrounding counties. (Students will be responsible for personal transportation to and from these off-campus clinical sites.)
• Students must earn a total of 80 credits for this degree program.

More Program Details

• Rad Tech Mission, Goals & Objectives
• Rad Tech Technical Standards

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

• Minimum cumulative GPA of 2.5
• High school record
• ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
• College record
• Math and science courses strongly recommended
• Fulfillment of program technical standards
• Hospital/clinical observation in a Radiology department is strongly recommended

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements.

Curriculum
First Year – Fall Semester

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<tr>
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<td>Algebra</td>
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<td>SCI 200</td>
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First Year – Spring Semester

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<td>RAD 160</td>
<td>Clinical Practicum I</td>
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</table>
## Respiratory Care, AS

### Overview

Follow your passion to become a respiratory therapist.

The simple act of breathing is not something most people think about - until they can't breathe normally. As a Respiratory Therapist, you will use a combination of scientific standards and practices to discover, manage and prevent dysfunctions of the cardiopulmonary system.
Respiratory Therapists work with medical direction at sites such as wellness centers, medical offices, asthma clinics, sleep disorder centers and in hospitals. The patients you care for will rely on you to help diagnose lung and breathing disorders, determine therapies and implement and manage ongoing care and treatment programs.

Program Information

- This is a two-year, accredited Associate of Science Degree program.
- You will study human physiology and the cardiopulmonary system and learn critical thinking and communication skills, patient assessment skills, disease management protocols and development of care plans through a combination of classroom instruction and clinical-based practice.
- A strong aptitude for health sciences, professionalism and a genuine empathy for others is what makes Respiratory Therapists vital members of a medical team.
- Upon successful completion of the program, students are prepared to sit for the Respiratory Therapist (CRT) exam, which leads to the advanced practitioner exam to earn the Registered Respiratory Therapist (RRT) credential.
- Students must earn a total of 79 credits for this degree program.

Admissions

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Math and science courses, Algebra, Biology, Chemistry, Physics and Medical Terminology recommended
- Shadowing a professional in Respiratory Care department encouraged
- Fulfillment of program technical standards

Courses

All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements.

Curriculum

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<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
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- 137 -
Surgical Technology, AS

**Overview**

A Surgical Technology professional (also known as a surgical tech, surg tech or scrub) is a vital member of the surgical team in an operating room. A surgical technologist acts as a surgeon’s trusted right hand by anticipating the needs of the surgeon and passing instruments during an operation.
What Surgical Technologists Do

**Surgical technology** specialists are at the *center of the action* in surgery and never queasy at the sight of blood. Surg techs are trained professionals who work under the direction of a surgeon and the medical team to deliver the highest level of patient care before, during and after the surgery.

Individuals certified in *surgical technology* take on many critical roles in the operating room. Surg techs often help prepare patients for surgery, inspect and ensure surgical instruments are sterile, and make certain the operating room is organized for the medical team. During surgery, surg techs help to position patients on the operating table and drape them with sterile cloths. They troubleshoot equipment and may be called upon to clean and cauterize blood vessels or close wounds.

Do you have what it takes to be in Surgical Technology?

As professionals, surgical technologists work primarily in operating rooms. Surg techs are highly organized, careful and detailed thinkers who work well under pressure. Above all, surgical technologists are caring people with a genuine empathy for patients when they are at their most vulnerable. If you think you have what it takes to be a surgical technologist, Nebraska Methodist College is the school where you can succeed.

**Surgical Technology - what you will learn**

The two-year program for an Associate of Science degree in Surgical Technology is a combination of classroom studies, hands-on learning in a surgical suite laboratory, and clinical-based practice in Greater Omaha Area hospitals. Learning includes:

- Coursework in human anatomy, microbiology, critical thinking and communications
- Care and handling of surgical instruments and equipment before, during and after surgery
- Maintaining a sterile field for the surgical team including applying surgical dressings, holding retractors, cutting sutures, preparing sterile solutions, and caring for and/or transporting human specimens for laboratory analysis or disposal
- Draping and positioning of patients during surgery
- Operating room preparation including cleaning, restocking, and equipment preparation and positioning
- National standards required to become a Certified Surgical Technologist (CST)

**Program Information**

- Two-year, accredited Associate of Science degree program in Surgical Technology
- Industry-experienced instructors work one-on-one with you in small classes to develop your professional skills in patient care, surgical technology and communication
- Students are prepared to take the Certified Surgical Technologist (CST) national examination in their final semester, and are prepared for employment as soon as they graduate
- Surgical technologists are credentialed by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Students will seat the CST certification exam as a part of the Nebraska Methodist College program. Results will be released to the student at the completion of the program. Nebraska Methodist College does not guarantee the student’s success in taking this examination. The American College of Surgeons strongly supports adequate education and training of all surgical technologists, supports the accreditation of all surgical technology educational programs, and supports examination for certification of all graduates of accredited surgical technology educational programs.

**Admissions**

Prospective students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

**Program Admissions Criteria**

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
• Demonstration of success in previous math and science courses: Algebra, Biology, Chemistry and Anatomy & Physiology recommended
• College record
• Fulfillment of program technical standards
• Demonstration of excellent written, verbal and interpersonal communication skills
• Completion of college Chemistry prior to enrollment is strongly recommended

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements.

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

Curriculum
Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM 230/245</td>
<td>Language and Culture in Healthcare</td>
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<tr>
<td>SCI 116</td>
<td>Medical Terminology</td>
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<tr>
<td>SCI 200</td>
<td>Human Anatomy &amp; Physiology</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101/215</td>
<td>Intro to Psychology or Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SUR 106</td>
<td>Intro to Surgical Technology w/Lab</td>
<td>5</td>
</tr>
<tr>
<td>SUR 260</td>
<td>Medical Ethics and Law for ST</td>
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Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>SUR 122</td>
<td>Surgical Technology I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>SUR 200</td>
<td>Pharmacology for the Surgical Technologist</td>
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Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SUR 205</td>
<td>Microbiology for the Surgical Technologist</td>
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<td>SUR 210</td>
<td>Surgical Technology II w/ Lab</td>
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</tr>
<tr>
<td>SUR 250</td>
<td>Surgical Technology Clinical I</td>
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</tr>
<tr>
<td>SUR 266</td>
<td>Correlated Patient Study I</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUM 220/255/270</td>
<td>World of Ideas: Elective</td>
<td>3</td>
</tr>
<tr>
<td>SUR 269</td>
<td>Correlated Patient Study II</td>
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<td>SUR 270</td>
<td>Surgical Technology Clinical II</td>
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</tr>
<tr>
<td>SUR 280</td>
<td>ST Seminar</td>
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<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
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Total Credits: 60
Allied Health Bachelor Degrees

Health Studies, BS

Overview
The Bachelor of Science degree in Health Studies offers students who represent various occupations and roles within the healthcare workforce the opportunity to earn a bachelor’s degree that leverages their previous educational and work experience to achieve personal and professional growth.

Program Information
- This degree requires a minimum of 120 credits.
- Designed for an individual who works in healthcare or a related area, and who has completed an associate degree or a minimum of 60 transferrable credits.

Admissions
This degree is designed for any individual who works in healthcare or a related area (such as an assisted living facility, nursing home, dental practice, etc.) and who wishes to earn a bachelor of science degree. Students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:
- Minimum cumulative GPA of 2.5
- High school record
- ACT composite of 20 or above, or SAT critical reading and mathematics scores of 950, if within 2 years of high school graduation
- College record
- Success in prior math and science courses
- An associate degree in a healthcare or related field; a graduate from an 18-24 month long health professions program; or a minimum of 60 transferrable college credits
- In the case of 60 credit hours earned, must be currently employed in a healthcare or related occupation or have a minimum of two years past employment in a healthcare or related field
- Non-Nebraska Residents meet State Authorization

Courses
Curriculum:

Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
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</tr>
<tr>
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<td>Healthcare Collaboration &amp; Leadership</td>
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</tr>
</tbody>
</table>

Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 150</td>
<td>W of I: Critical Reasoning &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>HUM 210</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 255</td>
<td>W of I: Historical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>HUM ___*</td>
<td>W of I: Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM ___*</td>
<td>W of I: Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Healthcare Administration: Applied Clinical Operations, BS

Overview
You already earned a degree but now you're ready to move into healthcare administration. A Bachelor of Science degree in Healthcare Administration: Applied Clinical Operations from NMC can help you achieve your career goals. This program provides you with both clinical proficiency as well as the business and management skills you'll need to improve quality and operational efficiency within any healthcare setting.

The curriculum for this degree has been designed around the disciplines identified by the Healthcare Leadership Alliance as essential to effective practice in health care management.

Program Information

- Bachelor of Science degree in health care management can be completed in as little as two years (with prior learning)
- Program is delivered online and taught by faculty members experienced in their fields.
- Each course is five weeks long, with one week off before the start of another course.
- Students can access courses at any time of day and from anywhere with Internet access to provide flexibility and allow healthcare professionals like you to balance your educational goals with your personal and professional responsibilities.

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5 in previous healthcare degree
- Associate degree, coursework should include hands-on experience in healthcare setting
Courses
All students are required to complete specific coursework for the *online healthcare administration bachelor's degree*. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Curriculum

**Psychology elective**  
3

**Science electives**  
9

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>SSC 235</td>
<td>The Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>SSC 465</td>
<td>Capstone: The Educated Citizen</td>
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**Requisites**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 430</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>SSC 325</td>
<td>Applied Analysis of Research</td>
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</table>

**Healthcare Administration Requisites**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCA 310</td>
<td>Foundations of Human Resources in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 330</td>
<td>Introduction to Management &amp; Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>HCA 340</td>
<td>Fundamentals of Financial Operations</td>
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</tr>
<tr>
<td>HCA 420</td>
<td>Clinical Operations</td>
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<tr>
<td>HCA 450</td>
<td>Applied Business Ethics in Healthcare</td>
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<tr>
<td>HCA 465</td>
<td>Survey of U.S. Healthcare Systems</td>
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<tr>
<td>HCA 470</td>
<td>Clinical Financial Management</td>
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</tbody>
</table>

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

**Clinical Major**

**Elective Courses**

**Total Credits**  123

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

Overview
Medical Imaging is the health profession concerned with the direct administration of radiation, primarily x-rays, in disease diagnosis and injury assessment. Technological advances and the addition of new imaging modalities now place medical imaging among the most dynamic, expanding and high demand fields in healthcare.

An imaging science professional must apply their knowledge of anatomy, physiology, pathology, patient positioning, radiation protection, and image production and evaluation in the performance of their responsibilities.

The program gives students a variety of options to explore their interest in the sciences of medical imaging. You can develop your skills in specialized areas like computed tomography (CT), magnetic resonance imaging (MRI), mammography and others. In addition to student-focused instruction and laboratory learning experiences, you will gain hands-on experience through supervised clinical training at hospitals and clinics.

Program Information
This bachelor's of science program offers several unique qualities:

- Multiple points of entry:
  - Dual degree option (4 year degree)
  - Degree completion for associate degree graduates
- Ability to specialize your degree with courses in CT or MRI
- Curriculum provides a strong liberal arts foundation as well as courses that will prepare you with the technical skills to excel after graduation
- One of the few online degree completion options in the region

Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- ARRT (R) Certification
- High school record
- College record
- Fulfillment of program technical standards
- Non-Nebraska Residents meet State Authorization

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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<td>COM 101</td>
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<td>3</td>
</tr>
<tr>
<td>HUM 255</td>
<td>World of Ideas: Historical Perspectives</td>
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</tr>
</tbody>
</table>

- 144 -
Respiratory Care, BS

Overview
Respiratory therapists evaluate and treat all types of patients, from premature infants whose lungs are not fully developed to the elderly whose lungs are diseased. The profession continues to grow and embrace a more holistic role that not only includes acute care at the patient's bedside, but also preventative care and patient education.

The bachelor's degree in Respiratory Care is the future of the profession as determined by the American Association for Respiratory Care (AARC).

Program Information
The bachelor degree program offers unique program qualities:

- Multiple points of entry:
  - On campus dual degree option (4 year degree)
  - Degree completion for associate degree graduates -- for RRTs looking to go on for their bachelor degree.
- Curriculum supports the changing role of the respiratory therapist and includes content in health promotion, health education, leadership, case management and health care policy.
- Focuses on the holistic nature of the respiratory care profession.
- Our program will be the only online degree completion option in the region.

Which degree is right for me?
Nebraska Methodist College offers two degrees in respiratory care based on your current level of education and certification. Review a few of the options below.
Admissions
Prospective students may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Program Admissions Criteria
Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.5
- Respiratory Care Certification (RRT)
- High school record
- College record
- Fulfillment of program technical standards
- Non-Nebraska Residents meet State Authorization

Courses
All students are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Included within this list is the Educated Citizen Core Curriculum. All students seeking to complete an undergraduate degree at Nebraska Methodist College must complete this set of Arts and Sciences requirements.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>COM 290</td>
<td>Portfolio Synthesis</td>
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<td>HUM 150</td>
<td>World of Ideas: Critical Reasoning and Rhetoric</td>
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<td>HUM 210</td>
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<tr>
<td>HUM 220/255/270*</td>
<td>World of Ideas: Humanities Electives</td>
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<td>SSC 235</td>
<td>The Sociology of Culture</td>
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<td>SSC 101/215</td>
<td>Intro to Psychology or Lifespan Psychology</td>
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<td>SCI 225</td>
<td>Human Anatomy &amp; Physiology I</td>
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<td>SCI 226</td>
<td>Human Anatomy &amp; Physiology II</td>
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<td>SCI 116</td>
<td>Medical Terminology</td>
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<tr>
<td>COM 320</td>
<td>Healthcare Collaboration &amp; Leadership</td>
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Professional Curriculum Plus Additional Arts & Sciences

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<td>College Chemistry</td>
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<td>SCI 206</td>
<td>Pathophysiology/Pharmacology</td>
<td>4</td>
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<td>Course Code</td>
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<td>SCI 175</td>
<td>College Mathematics</td>
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<td>SCI 110</td>
<td>Introduction to Physics</td>
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<td>SCI 280</td>
<td>Microbiology</td>
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Requisites

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCA 465</td>
<td>Survey of US Healthcare Systems</td>
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</tr>
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<td>SSC 325</td>
<td>Applied Analysis of Research</td>
<td>3</td>
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<td>COM 430</td>
<td>Professional Communication</td>
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Respiratory Care Health Education

<table>
<thead>
<tr>
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<tr>
<td>RCP 320</td>
<td>Health Education</td>
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<td>RCP 355</td>
<td>Environmental Health &amp; Risk Factors</td>
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<td>Program Planning &amp; Design</td>
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<td>RCP 380</td>
<td>Needs Assessment</td>
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<td>RCP 415</td>
<td>Program Evaluation</td>
<td>3</td>
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<tr>
<td>RCP 427</td>
<td>Health Behavior and Disease Prevention</td>
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<td>RCP 490</td>
<td>Capstone</td>
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</table>

**Total Credits: 124**

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

Health Promotion Management, MS

Overview

Earn a Health Promotion Master's Degree to help you advance your career in wellness.

Now more than ever employers recognize the benefits that workplace wellness brings to their employees and their bottom line - which means there is a high demand for experts in health promotion management. NMC - online - is a great way for busy professionals to prepare for this high-growth career.

Our program integrates the art of wellness with the science of business change management. Graduates are prepared to be leaders and managers with the advanced financial, organizational, management and communication skills needed to assess, institute and improve organizational wellness.

NMC students who earn a degree in health promotion management learn how to assess wellness situations in any environment. They can implement programs, demonstrate to management measurable and beneficial changes in employee wellness to have a direct impact on an organization's bottom line.

Program Information

- The Health Promotion Management master's degree is offered in a flexible online format that can be completed in 16 months.
- Taught by faculty members with considerable experience in their fields, the program requires 33 credit hours for completion.
- Courses are five weeks long, with one week off before the start of another course.
- Students can access courses at any time of day and from anywhere with Internet access.
- This format is designed as a win-win: advance your educational goals while balancing your personal and professional responsibilities.

Admissions

Students interested in a health promotion masters degree may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Health Promotion Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Bachelor degree (or higher) from an accredited university or college - does not have to be in healthcare
- Bachelor degree GPA of 2.5 or above
- Non- Nebraska Residents meet State Authorization

Courses

All students in this health promotion masters degree are required to complete specific coursework. This list should only be used as a curriculum guide. Course listings and required curriculum are subject to change.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HPM 505</td>
<td>Strategic Management</td>
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</tr>
<tr>
<td>HPM 508</td>
<td>Theories and Principles of Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPM 515</td>
<td>Change Management</td>
<td>3</td>
</tr>
<tr>
<td>HPM 518</td>
<td>Organizational Diagnosis and Needs Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HPM 525</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Healthcare Operations Management, MS

Overview

Be a change leader with an online Healthcare Management Master's Degree.

Be in charge of change. As the healthcare industry undergoes a dramatic evolution, so will the jobs of those who oversee healthcare operations and management. Managers are being asked to improve and guide the productivity and efficiency of operations in their organizations. With an online Master of Science in Healthcare Operations Management from NMC, you'll be ready to deftly handle the challenges.

Create your own success. The online masters in healthcare management at NMC is unlike other healthcare administration degrees. This program not only gives you a foundation for management and leadership, it also provides an application-based curriculum so you'll be able to skillfully manage the integration of people, processes and systems in any healthcare environment.

Program Information

- Taught by industry leaders
- Features a unique delivery method - all courses will be taught in 1-credit, 4-week modules
- Students have the flexibility to choose how many courses to take at a time and how quickly to complete his or her degree
- Completion of the masters degree requires a total of 32 credit hours
- Graduate certificate option available

Admissions

Prospective students in this online healthcare management degree may apply anytime and are accepted based on deadlines throughout the year. Applications will be reviewed upon receipt and students will be notified of their acceptance by letter or phone.

Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Bachelor degree (or higher) from an accredited university or college - does not have to be in healthcare
- Bachelor degree GPA of 2.5 or above
- Non-Nebraska Residents meet State Authorization

Courses

Courses will focus on a specific topic and are broken into nine different program areas. By limiting to 1-credit, the course will require work but will not be incredibly time intensive over a four-week period. A student must take a certain number of courses within each program theme to complete the degree.
Leadership and Management – at least 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>HOM 501</td>
<td>Change Management</td>
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</tr>
<tr>
<td>HOM 502</td>
<td>Individual and Team Creativity</td>
<td>1</td>
</tr>
<tr>
<td>HOM 503*</td>
<td>Managing Team and Group Dynamics</td>
<td>1</td>
</tr>
<tr>
<td>HOM 504</td>
<td>Organizational Learning through Mentoring/Mentorship</td>
<td>1</td>
</tr>
<tr>
<td>HOM 505</td>
<td>Leadership Development: Defining &amp; Assessing Your Leadership Style</td>
<td>1</td>
</tr>
</tbody>
</table>

Strategic Orienteering – at least 1 credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 510</td>
<td>Strategic Planning</td>
<td>1</td>
</tr>
<tr>
<td>HOM 511</td>
<td>Project Selection</td>
<td>1</td>
</tr>
<tr>
<td>HOM 512</td>
<td>Project Leadership</td>
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</table>

Human Resource Management – at least 1 credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HOM 520</td>
<td>Talent Identification and Hiring</td>
<td>1</td>
</tr>
<tr>
<td>HOM 521</td>
<td>Employee Development and Performance Review</td>
<td>1</td>
</tr>
<tr>
<td>HOM 522</td>
<td>Succession Planning</td>
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</table>

Financial Management – at least 2 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 530*</td>
<td>Healthcare Economics</td>
<td>1</td>
</tr>
<tr>
<td>HOM 531</td>
<td>Billing and Coding</td>
<td>1</td>
</tr>
<tr>
<td>HOM 532</td>
<td>Healthcare Finance</td>
<td>1</td>
</tr>
<tr>
<td>HOM 533</td>
<td>Revenue Cycle Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Systems Thinking and Risk Intelligence – at least 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HOM 540</td>
<td>Root Cause Analysis</td>
<td>1</td>
</tr>
<tr>
<td>HOM 541</td>
<td>Six Sigma for Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>HOM 542*</td>
<td>Lean Strategies and Tools</td>
<td>1</td>
</tr>
<tr>
<td>HOM 543</td>
<td>Risk Mitigation</td>
<td>1</td>
</tr>
<tr>
<td>HOM 544</td>
<td>Benchmarking and the Balanced Scorecard</td>
<td>1</td>
</tr>
<tr>
<td>HOM 545</td>
<td>Crisis Management Planning</td>
<td>1</td>
</tr>
<tr>
<td>HOM 546</td>
<td>Human Factors in Ergonomics</td>
<td>1</td>
</tr>
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</table>

Healthcare Analytics – at least 2 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 550*</td>
<td>Turning Data Into Information</td>
<td>1</td>
</tr>
<tr>
<td>HOM 551</td>
<td>Data Collection Strategies</td>
<td>1</td>
</tr>
<tr>
<td>HOM 552</td>
<td>Spreadsheet Simulation</td>
<td>1</td>
</tr>
<tr>
<td>HOM 553</td>
<td>Capacity and Staff Planning</td>
<td>1</td>
</tr>
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</table>

Healthcare Operations – at least 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 560*</td>
<td>Healthcare Industry Issues and Trends</td>
<td>1</td>
</tr>
<tr>
<td>HOM 561</td>
<td>Healthcare Regulatory Issues</td>
<td>1</td>
</tr>
<tr>
<td>HOM 562</td>
<td>Resource Utilization</td>
<td>1</td>
</tr>
<tr>
<td>HOM 563</td>
<td>Vendor Management</td>
<td>1</td>
</tr>
<tr>
<td>HOM 564</td>
<td>Clinical Quality</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HOM 565</td>
<td>Healthcare Ethics</td>
<td>1</td>
</tr>
<tr>
<td>HOM 570*</td>
<td>Professional Writing</td>
<td>1</td>
</tr>
<tr>
<td>HOM 571</td>
<td>Communication Strategies</td>
<td>1</td>
</tr>
<tr>
<td>HOM 570*</td>
<td>Medical Informatics: Privacy &amp; Security of Health Information</td>
<td>1</td>
</tr>
<tr>
<td>HOM 581</td>
<td>Healthcare Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>HOM 580</td>
<td>Medical Informatics: Privacy &amp; Security of Health Information</td>
<td>1</td>
</tr>
<tr>
<td>HOM 581</td>
<td>Healthcare Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>HOM 599*</td>
<td>Capstone</td>
<td>2</td>
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</table>

*Required courses

Total Credits: 32

The post-master’s certificate requires a minimum of 10 credits. At least one credit is required from the following program themes:
- Leadership and Management
- Strategic Orienteering
- Healthcare Analytics
- Systems Thinking and Risk Intelligence
- Healthcare Operations

Other credits may come from other program themes:
- Human Resource Management
- Financial Management
- Effective Communication
- Health Informatics
Certificate Programs

Medical Assistant

Overview

Make a difference as a Certified Medical Assistant.

If you are a people person interested in the field of healthcare, our medical assistant program might be the right choice for you. NMC's Medical Assistant program is designed to give you the knowledge, skills and training you'll need to do well in a variety of healthcare settings.

Medical Assistants work in doctor offices and clinics, hospitals and outpatient facilities as well as nursing and residential care facilities.

Their responsibilities can range from providing administrative support, scheduling appointments, managing correspondence and bookkeeping to taking patient medical histories, providing patient education and preparing specimens and exam rooms.

Program Information

- This is a 12-month certificate program.
- Students who successfully complete program requirements will be awarded a certificate in Medical Assistant.
- Students will gain experience in a fully-equipped laboratory to simulate the clinic sites prior to entering the clinical setting where they will receive 300 hours of hands-on clinical experience.
- Graduates are required to take the AAMA exam for professional certification prior to graduation and are able to transfer their contact hours for block credit, should they decide to continue their education in the Health Studies associate degree completion program.
- The program includes a total of 930 clock hours.

Gainful Employment Disclosure

As of July 1, 2011, the US Department of Education requires colleges to disclose certain information for each financial aid eligible program that “prepares students for gainful employment in a recognized occupation”. The information provided below is for our most recently completed academic year – 2011-2012. We hope you find this information helpful in furthering your knowledge of NMC’s program so you can make an informed decision about your educational and career plans.

<table>
<thead>
<tr>
<th>PROGRAM INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name</td>
<td>Medical Assistant</td>
</tr>
<tr>
<td>Program Level</td>
<td>Certificate</td>
</tr>
<tr>
<td>US Department of Education CIP</td>
<td>51.0801</td>
</tr>
<tr>
<td>(Classification of Instructional Program) Code</td>
<td></td>
</tr>
<tr>
<td>US Department of Education CIP Program Name</td>
<td>Medical/Clinical Assistant</td>
</tr>
<tr>
<td>US Department of Labor O*Net Online SOC</td>
<td></td>
</tr>
<tr>
<td>(Standard Occupational Classification) Code, Website:</td>
<td>Medical Assistants</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.onetonline.org/link/summary/31-9092.00">http://www.onetonline.org/link/summary/31-9092.00</a></td>
</tr>
<tr>
<td>NMC’s US Department of Education OPEID</td>
<td>006404</td>
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</table>
PROGRAM COSTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; fees for entire program completed in normal time</td>
<td>$11,995</td>
</tr>
<tr>
<td>Annual cost of on-campus housing (meal plan not included)</td>
<td>$6,900</td>
</tr>
<tr>
<td>Books &amp; supplies are included in tuition &amp; fees</td>
<td></td>
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PROGRAM COMPLETION

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program length</td>
<td>930 clock hours</td>
</tr>
<tr>
<td>Normal completion time</td>
<td>11 months</td>
</tr>
<tr>
<td>Number of students who completed the program during the 2011-12 academic year</td>
<td>17</td>
</tr>
<tr>
<td>Number who completed in the normal time</td>
<td>17</td>
</tr>
<tr>
<td>Percentage of graduates who completed in normal time</td>
<td>100%</td>
</tr>
</tbody>
</table>

DEBT AT PROGRAM COMPLETION

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of graduates who borrowed loans to finance their education</td>
<td>71%</td>
</tr>
<tr>
<td>Median cumulative debt for all program graduates (borrowers and non-borrowers)</td>
<td></td>
</tr>
<tr>
<td>Federal student loans</td>
<td>$5,500</td>
</tr>
<tr>
<td>Private educational loans</td>
<td>$0</td>
</tr>
<tr>
<td>Institutional financing</td>
<td>$0</td>
</tr>
</tbody>
</table>

Admissions

Prospective medical assistant students may apply anytime and are accepted based on deadlines throughout the year. Qualified applicants will meet with an admissions recruiter as part of the process. The meeting will be scheduled upon receipt of all application materials. Students will be notified of their acceptance by letter or phone.

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.0
- High school diploma or GED equivalent
- Demonstration of success in science and math courses, from high school or college
- Demonstration of good physical health
- Demonstration of good written and verbal communication skills
- College courses for transfer must be earned at a regionally accredited college and must be completed with a C- grade or above
- Fulfillment of program technical standards

Courses

Curriculum
### Term I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 100</td>
<td>Medical Terminology</td>
<td>20</td>
</tr>
<tr>
<td>CMA 110</td>
<td>Structure and Function of the Human Body</td>
<td>80</td>
</tr>
<tr>
<td>CMA 160</td>
<td>Written Communication</td>
<td>30</td>
</tr>
<tr>
<td>CMA 175</td>
<td>Principles of Lifespan Development</td>
<td>20</td>
</tr>
<tr>
<td>CMA 120</td>
<td>Fundamentals I: Intro to Medical Assisting</td>
<td>30</td>
</tr>
<tr>
<td>CMA 155</td>
<td>Applied Math Concepts</td>
<td>20</td>
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</table>

### Term II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 205</td>
<td>Human Diseases and Disorders</td>
<td>60</td>
</tr>
<tr>
<td>CMA 225</td>
<td>Fundamentals II: Clinical Skills/Procedures</td>
<td>40</td>
</tr>
<tr>
<td>CMA 230</td>
<td>Administrative Procedures for the MA I</td>
<td>40</td>
</tr>
<tr>
<td>CMA 250</td>
<td>Essentials of Pharmacology I</td>
<td>30</td>
</tr>
<tr>
<td>CMA 263</td>
<td>Personal Interactive Skills for the Medical Office Professional</td>
<td>30</td>
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</table>

### Term III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMA 328</td>
<td>Fundamentals of Medical Assisting III</td>
<td>40</td>
</tr>
<tr>
<td>CMA 335</td>
<td>Administrative Procedures for the MA II</td>
<td>30</td>
</tr>
<tr>
<td>CMA 340</td>
<td>Med-Lab Techniques for the MA II</td>
<td>60</td>
</tr>
<tr>
<td>CMA 353</td>
<td>Essentials of Pharmacology II</td>
<td>30</td>
</tr>
<tr>
<td>CMA 365</td>
<td>Applied Med Ethics and Law for the MA</td>
<td>20</td>
</tr>
<tr>
<td>CMA 370</td>
<td>Insurance and Coding for the Medical Office</td>
<td>20</td>
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</table>

### Term IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 400</td>
<td>Clinical Externship</td>
<td>300</td>
</tr>
<tr>
<td>CMA 430</td>
<td>Medical Assisting Seminar</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total Clock Hours:** 930

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**Medication Aide**

**Program Information**

- The Medication Aide certificate curriculum is designed to allow students to complete training in as little as three weeks.
- Students at NMC benefit from our hands-on approach to learning, smaller class sizes and a faculty that cares about their success. NMC's excellent reputation will put you in demand for positions working with patients of all ages in a variety of settings.
- Offered through the Professional Development department.
Nursing Assistant

Program Information

- The curriculum is a six-week certificate program. Small classes are taught by experienced instructors who encourage a hands-on approach to learning.
- The program emphasizes care for all types of patients. Special attention is devoted to the aging process, including identifying the physical and emotional aspects of aging and helping patients to achieve and maintain the optimal level of well-being at any age.
- Following completion of training, eligible students may take the competency exams to qualify for State of Nebraska Nurse Aide Registry placement.
- Offered through the Professional Development department.
- Night & weekend classes available

Phlebotomy

Overview

As a Phlebotomist, you'll collect, transport, handle and process blood and other specimens for medical analysis. You'll work with both patients and other healthcare professionals. Phlebotomists work in settings as varied as physician offices and medical clinics, hospitals and commercial laboratories.

In the Omaha area, your phlebotomy training certification starts at NMC.

Program Information

- We offer a 5-week accelerated curriculum and a 9-week non-accelerated curriculum that include classroom instruction and hands-on clinical practice at our campus laboratories as well as in actual clinical laboratories at affiliated hospitals.
- The Phlebotomy certificate includes 180 clock hours.

Admissions

Complete applications for the phlebotomy training program will be reviewed after the noted deadline and students will be notified of their acceptance by letter and/or phone.

It is your responsibility to understand the duties, responsibilities, skills and abilities required of your chosen program/profession. In addition to the technical standards as described above, please review the information regarding Phlebotomy at the O*NET website.

Program Admissions Criteria

Applicants are evaluated on the basis of the following criteria:

- Minimum cumulative GPA of 2.0 is preferred
- High school graduate or GED equivalent
- Demonstration of success in science and math courses, from either high school or college
- Demonstration of good physical health
- Demonstration of good written and verbal communication skills
- Medical Terminology course is recommended, but not required
- Technical standards for performance

Courses

AIR FORCE ROTC
AER 101 LEADERSHIP LABORATORY

AER 101 Leadership Laboratory (LLAB) courses include a study of Air Force customs and courtesies, drill and ceremonies, and military command. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral written communications. LLABs also include interview, guidance and information that will increase the understanding, motivation, and performance of other cadets. Note: This course is offered in partnership with the University of Nebraska-Omaha.

- Credits: 0.0

AER 131 FOUNDATIONS OF USAF I

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

- Credits: 1.0

AER 132 FOUNDATIONS OF USAF II

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

- Credits: 1.0

AER 231 THE EVOLUTION OF USAF AIR & SPACE POWER I

A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

- Credits: 1.0

AER 232 THE EVOLUTION OF USAF AIR & SPACE POWER II

A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.
AER 311 AIR FORCE LEADERSHIP STUDIES I

The study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AER 312 AIR FORCE LEADERSHIP STUDIES II

The study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AER 411 NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY I

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AER 412 NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY II

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Note: This course is offered in partnership with the University of Nebraska-Omaha.

CERTIFIED MEDICAL ASSISTANT

CMA 100 MEDICAL TERMINOLOGY

Transfer credit accepted: 3 cr Medical Terminology

This course introduces the student to the prefixes, suffixes, combining forms, and root words of medical language used in the health care professions. Emphasis is placed on analyzing, defining, and pronunciation of medical terminology. The course is supplemented with a series of fourteen unique audio-visual presentations using audionyms associated with each word part to aid in the student's learning.
• Credits: 20 clock hours
• Prerequisites:

Enrollment in CMA program.

**CMA 110 STRUCTURE & FUNCTION OF THE HUMAN BODY**

Transfer credit accepted: 5 cr College Human Anatomy/Physiology

This course includes the basic study of human anatomy and physiology by examining cell function, tissues, the skeletal, muscular, and nervous systems, and the structure and function of the digestive, urinary, circulatory, respiratory, lymphatic, endocrine, and reproductive structures.

• Credits: 80 clock hours
• Prerequisites: Enrollment in CMA program.

**CMA 120 FUNDAMENTALS OF MEDICAL ASSISTING I**

No transfer credit accepted

This course introduces the student to the theory and practical components of clinical medical assisting. Included are discussions and applications of standard precautions, OSHA regulations, the chain of infection, microorganisms, aseptic technique, sanitation, and sterilization. Patient assessment, proper documentation, and the taking and recording of vital signs and patient histories will be emphasized.

• Credits: 30 clock hours
• Prerequisites: Enrollment in CMA program.

**CMA 155 APPLIED MATH CONCEPTS**

No transfer credit accepted. May be challenged by a passing grade on the math competency examination administered at the time of the first class.

This course includes a basic math review that includes fractions, decimals, Roman numerals, ratio and proportions, and measurement systems utilized in health care.

• Credits: 20 clock hours
• Prerequisites: Enrollment in CMA program

**CMA 160 WRITTEN COMMUNICATION**

Transfer credit accepted: 3 cr English Composition

This course is designed to help students develop confidence in reading, critical thinking, and writing at the certificate level. A variety of reading and writing assignments as well as intensive practice, discussion, and collaborative writing techniques in class help students to improve basic writing skills

• Credits: 30 clock hours
• Prerequisites: Enrollment in CMA program.

**CMA 175 PRINCIPLES OF LIFESPAN DEVELOPMENT**

Transfer credit accepted: 3 cr Lifespan Psychology
This course introduces concepts related to the ongoing developmental process of the human lifespan including physical, psychosocial, cognitive, and personality development.

- Credits: 20 clock hours
- Prerequisites: Enrollment in CMA program.

CMA 177 MEDICAL ASSISTANT BRIDGE COURSE

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

- Credits: 20 - 80 clock hours

CMA 205 HUMAN DISEASES & DISORDERS

No transfer credit accepted

This course introduces students to the most common diseases and disorders in the ambulatory care setting. Diagnoses, symptoms, treatments, and pharmaceuticals for these diseases and disorders will also be introduced. Material in this course is discussed as it pertains to different body systems and age groups.

- Credits: 60 clock hours
- Prerequisites: All Term I courses

CMA 225 FUNDAMENTALS OF MEDICAL ASSISTING II: CLINICAL SKILLS/PROCEDURES

No transfer credit accepted

This course is a continuation of CMA 120. It includes discussions and applications involving the preparation of the patient for routine and specialty examinations and procedures, and the assisting of the physician in these routine and specialty exams. The course will cover the specialties of Ophthalmology and Otolaryngology, Dermatology, Orthopedic, Endocrinology, Pulmonology, Neurology, Geriatrics, and Cardiology including performing ECG's.

- Credits: 40 clock hours
- Prerequisites: All Term I courses.

CMA 230 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT I

No transfer credit accepted

This course introduces students to the administrative skills and functions needed by a medical assistant in the medical office setting. Organizational and communication skills are incorporated into patient information gathering, medical records management, patient scheduling, and acting in the receptionist roles as students learn and demonstrate competency in these "front office" skills. Local and National organizations for medical assistants are also emphasized. Confidentiality is stressed.

- Credits: 40 clock hours
- Prerequisites: All Term I courses.

CMA 250 ESSENTIALS OF PHARMACOLOGY I

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This course provides students with the knowledge and practical experience to demonstrate competence in medication administration techniques including intramuscular, subcutaneous, intradermal, oral, rectal, topical, and sublingual. The Z-Track route is also discussed. Medication calculations, terminology, and abbreviations are utilized. Students also focus on proper documentation of medication administration.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I courses.

**CMA 263 PERSONAL INTERACTIVE SKILLS FOR THE MEDICAL OFFICE PROFESSIONAL**

This course focuses on professionalism issues in pt. and coworker communication and behaviors. It provides an introduction to verbal and non-verbal techniques necessary for effective communication. Topics include conflict resolution, personal boundaries, elements of professional communication and barriers to effective communication.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I courses.

**CMA 277 MEDICAL ASSISTANT BRIDGE COURSE**

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

- **Credits:** 20 - 80 clock hours

**CMA 328 FUNDAMENTALS OF MEDICAL ASSISTING III**

This course is a continuation of CMA 120 and CMA 225. Students discuss and apply the preparation of patients for routine and specialty exams and the techniques needed to assist the physician with these exams and procedures. This course includes the preparation for assisting with minor surgeries and other sterile procedures. The specialty areas covered in this course include diagnostic imaging, gastroenterology, urology and male reproduction, obstetrics and gynecology, pediatrics, and office surgical care.

- **Credits:** 40 clock hours
- **Prerequisites:** All Term I and Term II courses.

**CMA 335 ADMINISTRATIVE PROCEDURES FOR THE MEDICAL ASSISTANT II**

This course is a continuation of CMA 230. Content in this class includes bookkeeping, banking related to office management, billing, personnel and office management, and transcription. Continuation of computerized medical office practice focuses on billing and bookkeeping. An understanding of the uses and functions of office policy and procedure manuals and the revision process of these policies is included.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I and Term II courses.
CMA 340 MEDICAL LABORATORY TECHNIQUES FOR THE MEDICAL OFFICE

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.

- **Credits:** 60 clock hours
- **Prerequisites:** All Term I and Term II courses.

CMA 353 ESSENTIALS OF PHARMACOLOGY II

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 performed. An overview of the principles of IV medication administration and technique will also be discussed. Students will also demonstrate a maintained competency in giving injections as completed in Essentials of Pharmacology I.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I and Term II courses.

CMA 365 APPLIED ETHICS & LAW FOR THE MEDICAL ASSISTANT

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.

- **Credits:** 20 clock hours
- **Prerequisites:** All Term I and Term II courses.

CMA 370 INSURANCE & MEDICAL CODING FOR THE MEDICAL OFFICE

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.

- **Credits:** 20 clock hours
- **Prerequisites:** All Term I and Term II courses.

CMA 377 MEDICAL ASSISTANT BRIDGE COURSE

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

- **Credits:** 20 - 80 clock hours
CMA 400 CLINICAL EXTERNSHIP

No transfer credit accepted.

This externship provides the student with the practical opportunity to develop as a professional and gain proficiency in the clinical and administrative skills included in the entry-level Medical Assistant role. The students will apply the practical and theoretical knowledge learned in the last three (3) Terms to the live clinical setting.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I, Term II, and Term III courses.

CMA 430 MEDICAL ASSISTING SEMINAR

This course covers topics used to help entry-level MA's pass the national Certification Exam, gain employment and adjust to the professional work environment. It is a hybrid course completed partially online and partially in classroom activities.

- **Credits:** 30 clock hours
- **Prerequisites:** All Term I, Term II, and Term III courses.

CMA 477 MEDICAL ASSISTANT BRIDGE COURSE

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

- **Credits:** 20 - 80 clock hours

COMMUNICATIONS

COM 025 READING COMPREHENSION

The focus of this course is on academic reading skills. Literal comprehension, vocabulary development and critical reading skills are presented in an academic context.

- **Credits:** 1.0

COM 045 COLLEGE SUCCESS STRATEGIES

This course is for students in the Bridge to Healthcare Program. It covers topics that are essential for success in college, both in and outside of the classroom. The course will use resources from several sources, including "OnCourse," "First in the Family," "SOAR" method, and "PERSIST."

- **Credits:** 0.0

COM 101 ENGLISH COMPOSITION

This course provides instruction and practice in writing, with emphasis on the recursive processes of generating, drafting, revising and editing. Students develop skills in producing and evaluating written communications in private and public contexts.

- **Credits:** 3.0
COM 230 LANGUAGE & CULTURE IN HEALTH CARE: SPANISH

Access to healthcare is greatly affected by one's command of language. Students in this course engage in the exploration of language and culture then apply these concepts to the healthcare environment through service-learning and community engagement. Students develop practical communication skills that enable effective cross-cultural work with health professionals and clients with backgrounds different from their own.

- Credits: 3.0

COM 245 LANGUAGE & CULTURE IN HEALTHCARE: SIGN LANGUAGE

Access to healthcare is greatly affected by one's command of language. Students in this course engage in the exploration of language and culture then apply these concepts to the healthcare environment through service-learning and community engagement. Students develop practical communication skills that enable effective cross-cultural work with health professionals and clients with backgrounds different from their own.

- Credits: 3.0

COM 252 CROSS-CULTURAL SERVICE-LEARNING IN HEALTHCARE

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

- Credits: 1.0

COM 290 PORTFOLIO SYNTHESIS

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

- Credits: 0.0

COM 320 HEALTHCARE COLLABORATION & LEadership

This course applies leadership and management theories to the changing environment of healthcare. Students synthesize their knowledge of such topics as emotional intelligence, assertiveness, conflict management, gender dynamics, feedback delivery and systems theory in advanced writing and speaking projects. The NMC portfolio is integrated throughout this course.

- Credits: 3.0
- Prerequisites: Determined by major

COM 352 PORTFOLIO DEVELOPMENT & INTEGRATION

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

- Credits: 1.0

COM 398 DIRECTED STUDY
Directed study credit can be earned for professional and arts and sciences coursework. Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department in which a student is majoring. Arts and sciences coursework is determined by faculty responsible for each course and approved by the Dean of the Division of Arts and Sciences.

**COM 399 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

**COM 430 PROFESSIONAL COMMUNICATION**

This course focuses on the particular ways in which writers apply the writing process to genres used regularly by healthcare professionals and utilize research to enhance patient outcomes. Writing assignments will develop students' skills in writing formal correspondence, completing proposals, including effective visual components in formal documents, and completing "Research Evaluation and Utilization Reports", which include recommendations for evidence-based practice in particular settings.

- Credits: 3.0

**DIAGNOSTIC MEDICAL SONOGRAPHY**

**DMS 106 INTRODUCTION TO SONOGRAPHY & PATIENT CARE**

The course will introduce fundamental sonography theory including terminology, equipment, basic transducer construction and function, recognition of simple artifacts, introduction to Doppler, and adjusting system controls for image acquisition. Students will be instructed in sonographer and patient safety, including ergonomics, legal, ethical and regulatory issues. Scope of practice, patient care techniques, assessment and treatment will be introduced. Emphasis will be placed on interaction with diverse patient populations. The concept of AIDET (customer service) will be introduced. In addition to the above mentioned, gross anatomy, physiology, and sonographic anatomy of the abdominal organs to include great vessels, portal system, liver, biliary system and spleen will be taught. Normal anatomy and ultrasound evaluation of the female pelvis and reproductive systems as well as an introduction to the obstetrical applications and protocol of ultrasound in the 1st through 3rd trimesters will be discussed. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

- Credits: 6.0
- Prerequisites: COM 101, SCI 110, SCI 116, SCI 225, SCI 226

**DMS 106L INTRODUCTION TO SONOGRAPHY & PATIENT CARE LAB**

This laboratory course will be used to enhance and reinforce material taught didactically in DMS 106. 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 106.

- Credits: 2.0
- Prerequisites: COM 101, SCI 110, SCI 116, SCI 225, SCI 226

**DMS 110 APPLIED ETHICS AND LAW IN IMAGING I**

The Applied Ethics and Law course series uses the Code of Ethics for the Profession of Diagnostic Medical Sonography as its foundation. DMS 110 focuses on Principle I: promotion of patient well-being. Topics include a primer on ethical and legal principles which develop into an extensive exploration and analysis into patient rights, informed consent, privacy, and end of life issues.

- Credits: .5

**DMS 112 APPLIED ETHICS AND LAW IN IMAGING II**
Building on DMS 110, this course focuses on Principle II of the Code of Ethics: professional competence. Students will examine the medical and legal issues related to scope of practice, standards of performance, and the legal consequences on the sonographer, patient, and profession when those standards are not met. Topics covered will include negligence, oversight and investigational processes and procedures (professional, employer and legal), and liability risk management.

- Credits: .5

DMS 115 CLINICAL PRACTICUM I

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.

- Credits: 2.0
- Prerequisites: DMS 106, DMS 106L

DMS 120 INTRODUCTION TO CARDIOVASCULAR SONOGRAPHY & PATIENT CARE

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. The course will introduce fundamental sonography theory including terminology, equipment, basic transducer construction and function, recognition of simple artifacts, introduction to Doppler, and adjusting system controls for image acquisition. Students will be instructed in sonographer and patient safety, including ergonomics, legal, ethical and regulatory issues. Scope of practice, patient care techniques, assessment and treatment will be introduced. Emphasis will be placed on interaction with diverse patient populations. The concept of AIDET (customer service) will be introduced.

Echocardiography topics include anatomy of the heart, basic embryology, cardiac physiology, EKG theory, principles of cardiac hemodynamics and cardiac evaluation. Vascular Technology topics include vascular physiology and hemodynamics of the arterial and venous systems, cerebrovascular anatomy, cerebrovascular physiology, carotid duplex imaging, lower extremity arterial and venous anatomy, assessment of the lower extremity arterial system with ABI/SAP and an introduction to lower extremity venous imaging.

- Credits: 6.0
- Prerequisites: SCI 225, SCI 226

DMS 120L INTRODUCTION TO CARDIOVASCULAR SONOGRAPHY AND PATIENT CARE LAB

This laboratory course will be used to enhance and reinforce material taught didactically in DMS 120. 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 120.

- Credits: 2.0
- Prerequisites: SCI 225, SCI 22

DMS 126 CARDIOVASCULAR CLINICAL PRACTICUM I

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. The student will continue to develop skills to carry out sonographic examinations and gain the ability to recognize normal and abnormal sonographic patterns. Students begin to perform
examinations including transthoracic echocardiography and carotid duplex. Correlation of theory to practice is measured through attendance, clinical logs, and rotation evaluations.

- Credits: 2.0
- Prerequisites: DMS 120, DMS 120L

**DMS 177 SONOGRAPHY BRIDGE COURSE**

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

- Credits: 1.0 - 6.0

**DMS 210 APPLIED ETHICS AND LAW IN IMAGING III**

Section III in this series continues with Principle III of the Code of Ethics with a focus on professional integrity and upholding public trust. Strategies for building and maintaining public trust will be discussed as well as the impact on the parties involved, including the community-at-large, when that trust is violated. Topics include managing medical errors, truthfulness, professional communication, as well as legal topics related to defamation, slander, libel, misrepresentation, whistle-blowing, and the perils and pitfalls of social media.

- Credits: .5

**DMS 212 APPLIED ETHICS AND LAW IN IMAGING IV**

This course will require the student to synthesize and apply medical and ethical principles through the completion and presentation of a final project. This course will be taught in a seminar format and rely heavily on discussion and debate. Students will learn to ask questions and seek answers through effective utilization of resources as current health care issues and trends related to ethics and law are introduced and discussed.

- Credits: .5

**DMS 214 SONOGRAPHIC PHYSICS I**

Principles of sound propagation and tissue interaction are addressed. These include reflection, refraction, absorption and attenuation, the piezoelectric effect, transducer characteristics, focusing and resolution.

- Credits: 2.0
- Prerequisites: SCI 110, DMS 106/120

**DMS 216 SONOGRAPHIC PHYSICS II**

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.

- Credits: 1.0
- Prerequisites: SCI 110, DMS 106/120, DMS 214

**DMS 218 SONOGRAPHIC PHYSICS III**

Building on material taught in DMS 214 and DMS 216, this course continues with the principles of pulse-echo imaging, image storage and display, image features and artifacts, quality assurance and bioeffects.
DMS 234 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I

DMS 234 is a continuation of DMS 106. Lecture content includes gross anatomy, physiology, pertinent lab values, and sonographic imaging of the abdominal organs to include the gastrointestinal tract, urinary system 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 are also introduced to principles of evidence based practice and research methods.

DMS 234L SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I LAB

This laboratory course will be used to enhance and reinforce material taught didactically in DMS 234. Students will continue to 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 234.

DMS 235 CARDIOVASCULAR SEMINAR

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

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
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.

- **Credits:** 4.0
- **Prerequisites:** DMS 115

**DMS 239 SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE II**

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.

- **Credits:** 6.0
- **Prerequisites:** DMS 234

**DMS 240 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I**

DMS 240 explores more intermediate concepts and principles pertaining to cardiovascular sonography. Global coursework topics expand upon the topics in DMS 120 and 120L. 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 are also introduced to principles of evidence based practice and research methods.

Echocardiography topics include normal waveform flow patterns, diastolic dysfunction and valvular heart disease. Vascular Technology topics include: Lower extremity venous duplex, normal and abnormal lower extremity venous physiology, Virchow's triad, calf venous anatomy and interrogation, advanced carotid imaging techniques and reinforcement of learned ABI/SAP techniques.

- **Credits:** 5.0
- **Prerequisites:** DMS 120, DMS 234
  - **Corequisite:** DMS 240L

**DMS 240L CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY AND CRITIQUE I LAB**

The laboratory is used to enhance and reinforce material taught didactically. The student will build on the scanning techniques already learned. 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 addition, a significant part of this course focuses on preparation for the beginning of the clinical practicum.

- **Credits:** 1.0
- **Prerequisites:** DMS 120, DMS 234
  - **Corequisite:** DMS 240

**DMS 244 SONOGRAPHIC ANATOMY, PATHOLOGY, & CRITIQUE III**

Course material includes anatomy, pathology, and sonographic imaging used in the care of the high-risk obstetric patient. Pathology of the thyroid, breast, male pelvis and scrotum as well as superficial imaging will be covered. Pediatric topics will also be discussed. This course puts more emphasis on technical report writing and film critique.

- **Credits:** 5.0
- **Prerequisites:** DMS 106, DMS 234, DMS 239

**DMS 248 SONOGRAPHIC CLINICAL PRACTICUM III**
A continuation of Clinical Practicum I and II this course will allow students to broaden their hands-on experience in the clinical setting to include obstetrics/gynecology as well as abdominal sonography. Students continue to perform examinations under direct supervision of clinical instructors and, as the semester progresses, they are given more clinical responsibility.

- **Credits:** 5.0
- **Prerequisites:** DMS 115, DMS 237

**DMS 253 SONOGRAPHIC CLINICAL PRACTICUM IV**

This clinical course continues to provide the opportunity for students to provide quality patient care while performing supervised sonographic examinations in all areas of practice. Professional judgment, patient care and critical thinking skills are further developed through interaction with patients and health care providers.

- **Credits:** 5.0
- **Prerequisites:** DMS 115, DMS 237, DMS 248

**DMS 255 SONOGRAPHIC ANATOMY, PATHOLOGY & CRITIQUE IV**

This course will introduce the multispecialty sonography student to vascular sonography. It will include the hemodynamics and physiology of the vascular system. The student will be introduced to normal vascular anatomy and the differentiation between the venous and arterial systems. Discussion will include the clinical signs and symptoms and the appropriate diagnostic testing and treatment of various vascular diseases. Emphasis will be placed on the functional workings and settings associated with vascular procedures. Students will participate in an online discussion forum by posting case studies and responding to peers case studies and questions according to the discussion format guidelines and rubric.

- **Credits:** 3.0
- **Prerequisites:** DMS 106, DMS 234, DMS 239, DMS 244

**DMS 256 CARDIOVASCULAR CLINICAL PRACTICUM II**

This course 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, or continue to perform examinations including transthoracic echocardiography, carotid duplex, venous duplex and ankle/brachial indices in the clinical setting.

- **Credits:** 4.0
- **Prerequisites:** DMS 120, DMS 120L, DMS 126

**DMS 258 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY & CRITIQUE II**

This course expands on cardiovascular pathologies, various conditions stemming from abnormal physiology and new vascular exam protocols. Scanning assignments, laboratory activities and cardiovascular critique (written and oral interpretation & analysis) of sonographic exams are all incorporated into DMS 258 to enhance and reinforce material taught didactically. Echocardiography topics include hypertension/pulmonary hypertension, infective endocarditis, infective heart disease and ischemic heart disease. Vascular Technology topics include advanced imaging techniques for calf venous anatomy, imaging techniques and pathophysiology of the abdominal aorta and visceral vasculature, imaging techniques and pathophysiology of the lower extremity arterial system, imaging techniques and pathophysiology of the upper extremity venous system.

- **Credits:** 6.0
- **Prerequisites:** DMS 120, DMS 120L, DMS 240

**DMS 259 CARDIOVASCULAR CLINICAL PRACTICUM III**

This is a continuation of Cardiovascular Clinical Practicum I and II, in which the students' clinical experiences are broadened to include and perform more advanced cardiovascular imaging techniques and assessments in the clinical setting. The students' patient care skills are
further developed through direct patient contact and exposure to exams that require patient sedation and collaboration with physicians in the clinical setting.

- **Credits:** 6.0
- **Prerequisites:** DMS 126, DMS 256

**DMS 262 APPLIED SECTIONAL ANATOMY IN IMAGING**

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.

- **Credits:** 1.0

**DMS 264 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY & CRITIQUE III**

This course continues the ongoing discussion of cardiovascular pathologies and abnormal physiology. This course also functions as a forum for students to share their clinical experiences, observations and questions. Students are also responsible for creating their own instructional module to teach to their peers. Students will also continue to develop their critical thinking skills as they pertain to sonographic exams and abnormal case studies. Echocardiography topics include cardiomyopathies, stress testing and transesophageal testing. Vascular Technology portion of this course focuses on pathology and advanced imaging procedures involving transcranial Doppler (TCD), abdominal duplex imaging focusing on renal artery stenosis and common sonographic pathology that is non-vascular in origin.

- **Credits:** 4.0
- **Prerequisites:** DMS 120, DMS 240, DMS 258

**DMS 265 CARDIOVASCULAR CLINICAL PRACTICUM IV**

This is a continuation of Cardiovascular Clinical Practicum I, II, and III. Building on skills developed in the previous three 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 in this final practicum.

- **Credits:** 6.0
- **Prerequisites:** DMS 126, DMS 256, DMS 259

**DMS 267 CARDIOVASCULAR SONOGRAPHIC ANATOMY, PATHOLOGY & CRITIQUE IV**

This course explores stress echo, dobutamine stress echo and transesophageal studies. The student will develop the skills to begin practicing these studies in the clinical setting and recognize normal and abnormal findings. Students will be responsible for submitting a written case report according to JDMS guidelines and presenting it in digital format in front of peers (students and program staff).

- **Credits:** 2.0
- **Prerequisites:** DMS 120, DMS 240, DMS 258, DMS 264

**DMS 277 SONOGRAPHY BRIDGE COURSE**

This course is designed to meet the needs of students who have left the NMC Sonography Program for one semester or longer. Emphasis is placed on assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Sonography Program. Students may be assigned to a clinical, didactic or laboratory experience. The plan of study will be developed by the Program Director upon completion of a student assessment (this may include, but is not limited to, curriculum review, skills assessment, completion of an Academic Development Plan, etc.). Credit hours will be determined by the amount of work that is necessary for the student to ensure competency at the appropriate level to progress in the program.
DMS 311 FETAL AND PEDIATRIC ECHO
- Credits: 3.0

DMS 315 NEUROSONOGRAPHY
- Credits: 3.0

DMS 352 VASCULAR IMAGING
- Credits: 3.0

DMS 420 CLINICAL EXTERNSHIP
This externship is designed to allow the student sonographer who has met the eligibility criteria to complete a clinical experience outside of their Clinical Practicum I-IV outside of the approved program clinical facilities under the supervision of an ARDMS, CCI or RT(US) certified technologist. The student will work closely with the Clinical Coordinator and/or Program Director to secure a clinical facility willing to provide a quality clinical education. In conjunction with the Program Director, a contract with the faculty will be required prior to commencement of the experience. Any expenses (ex: travel, housing, etc) related to this externship are incurred by the student. The student, along with the Clinical Coordinator, will determine the value for the number of credit hours.

- Credits: 1.0 - 6.0
- Prerequisites: Instructor permission

DMS 430 SONOGRAPHY DIRECTED STUDY
Students may select a topic directly related to Diagnostic Medical Sonography for in-depth study. Topics may include, but are not limited to, advanced concepts in neurosonology, pediatric echocardiography or breast imaging. Students may select a topic directly related to Diagnostic Medical Sonography for in-depth study. Topics may include, but are not limited to, advanced concepts in neurosonology, pediatric echocardiography or breast imaging

- Credits: 1.0 - 4.0
- Prerequisites: Instructor permission

HEALTH PROMOTION

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

- Credits: 3.0

HPR 335 INTRODUCTION TO HEALTH PROMOTION
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.

- Credits: 3.0

HPR 350 ENVIRONMENTAL HEALTH

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.

- Credits: 3.0

HPR 375 PROGRAM PLANNING & DESIGN

This course will focus on a variety of program design models based on assessed needs, with special attention to the utilization criteria and predicted impact of each. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

- Credits: 3.0
- Prerequisites: HPR 380 or permission of instructor

HPR 380 NEEDS ASSESSMENT

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

- Credits: 3.0

HPR 415 PROGRAM EVALUATION

This course will provide students with a fundamental understanding of the purpose and importance of evaluation within the context of health promotion programming. Students will build on the project they completed in the Program Planning & Design course by moving forward with the focus of setting up comprehensive formative and summative evaluation plans.

- Credits: 3.0
- Prerequisites: HPR 375 or permission of instructor

HPR 427 HEALTH BEHAVIOR & DISEASE PREVENTION IN CHILDHOOD & ADOLESCENCE

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.

- Credits: 3.0

HPR 437 HEALTH BEHAVIOR & DISEASE PREVENTION IN ADULTS
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.

- Credits: 3.0

HPR 448 MOTIVATION & MARKETING IN HEALTH PROMOTION

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.

- Credits: 3.0

HPR 475 WORKSITE HEALTH PROMOTION

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.

- Credits: 3.0

HPR 476 HEALTH PROMOTION IN THE SCHOOL SETTING

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.

- Credits: 3.0

HPR 477 COMMUNITY HEALTH PROMOTION

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.

- Credits: 3.0

HEALTH PROMOTION MANAGEMENT

HPM 505 STRATEGIC MANAGEMENT

Effective strategic planning and management is vital to an organization's success and involves employees in every area of operation. Understanding the processes involved in strategic planning, including assessment, creating alliances/collaboration within and outside of the organization, synchronizing business planning with emerging trends, and using market research data to guide strategic planning are fundamental concepts addressed in this course.

- Credits: 3.0

HPM 508 THEORIES & PRINCIPLES OF HEALTH PROMOTION

This course explores the cognitive and behavioral model/techniques of human learning, behavior change. The elements of a holistic lifestyle - incorporating social (work, leisure, family), physical (exercise, nutrition, etc.), intellectual (creativity, challenge), spiritual (meaning),
and emotional (feelings) are addressed. Health promotion program planning in the three areas of exercise/physical activity, stress management and healthy eating/weight management are emphasized.

- Credits: 3.0

**HPM 515 CHANGE MANAGEMENT**

This course focuses on effectively managing change at an organizational level. Students examine and develop strategies to facilitate change as a positive and dynamic force. Specific areas include effective communication and communication tools, transition planning, understanding the dynamics of group culture and organizational behavior, supportive cultural environments and understanding the human element of change, including resistance to and acceptance of change.

- Credits: 3.0

**HPM 518 ORGANIZATIONAL DIAGNOSIS AND NEEDS ASSESSMENT**

This course presents the theory, structure, and instrumentation for assessing the health and organizational development needs of an organization, agency or other community population. The course examines models/tools that serve as guides for planning, conducting and reporting a comprehensive needs assessment within the context of whole-person, whole-organization health promotion. A needs assessment will be designed and administered by the student during this course resulting in the identification of a priority health promotion issue(s) for a specific target population and recommendations for future planning.

- Credits: 3.0

**HPM 525 HUMAN RESOURCE MANAGEMENT**

This course presents an overview of the human resources function and the economic and legal environments in which the human resources manager’s duties are performed. Emphasis will be placed on work-life quality issues and the integration of health promotion into the employer-employee relationship. Business management including management of technologies, facilities and equipment, insurance, and business ethics is also addressed. The student will also learn the theoretical framework for, and practical administration of all major areas of human resources (HR) management including policy and procedures, staffing (including training and performance evaluation) budgeting and strategic plan development. Students will ensure that decisions and actions are in compliance with federal, state, and local laws and regulations.

- Credits: 3.0

**HPM 528 PROGRAM DESIGN & EVALUATION**

This course focuses on a variety of program design models based on needs, with special attention to the utilization criteria and predicted impact of each. Skills for program provision using an integrated management approach as well as program marketing and promotion strategies can be applied. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Each model will also be examined with the focus of setting up comprehensive formative and summative evaluation plans during the planning phase. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

- Credits: 3.0

**HPM 535 ETHICAL LEADERSHIP & CONFLICT MANAGEMENT**

Ethical expectations for leaders include respecting rights of others, honesty in all interactions, and decision-making practices that are based on legal principles and that maintain confidentiality, impartiality, and sensitivity to diversity. This course develops skills in these areas through analysis literature and application of best practices. In addition, effective ethical leadership requires conflict management skills. Specific areas addressed include: using negotiation skills to reach consensus on critical issues while maintaining trust relationships with key
constituents; resolving conflicts in ways that create energy and motivation for appropriate change; and building trust and relationships to motivate individuals and groups to become effective teams.

- Credits: 3.0

**HPM 538 CRITICAL ANALYSIS OF RESEARCH**

Evidence-based practice in planning and implementation of effective health promotion initiatives, interventions and comprehensive programs includes the development of skills in applied statistics and research. Students will learn to critically examine research and determine best-practices that can be applied to specific issues or questions.

- Credits: 3.0

**HPM 542 HUMAN & FINANCIAL RETURN ON INVESTMENT**

An overview of program evaluation approaches and designs will be conducted. Evaluation data will be managed, analyzed, interpreted, reported, and then utilized. Through the application of fundamental principles in business finance, students examine the bottom-line effect of wellness programming and the financial return on investment of wellness initiatives.

- Credits: 3.0

**HPM 590 MARKETING HEALTH PROMOTION**

A synthesis of health promotion concepts coupled with specific skills related to developing and understanding marketing research, marketing strategies, marketing design, and measuring marketing effectiveness culminate in the authorship of an original marketing plan for an organization that meets individual and corporate goals with respect to work life quality and holistic health.

- Credits: 3.0

**HPM 591 CAPSTONE**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue.

- Credits: 3.0

**HPM 592 CAPSTONE I**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue. Part one of the Capstone experience includes research on the selected Capstone topic and the selection of a community mentor.

- Credits: 1.0

**HPM 593 CAPSTONE II**

Students are required to submit a portfolio of work as well as synthesize ideas and knowledge from courses throughout the program in the form of a written paper or project that addresses a specific health promotion problem or issue. Part two of the Capstone experience includes implementation and submission of the final project.

- Credits: 2.0

**HEALTHCARE ADMINISTRATION**
HCA 310 FOUNDATIONS OF HUMAN RESOURCES IN HEALTHCARE

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

- Credits: 3.0

HCA 330 INTRODUCTION TO MANAGEMENT & STRATEGIC PLANNING

This course explores basic theories and concepts related to management and strategic planning. Topics include healthcare management, conflict management and resolution, effective communication in the workplace, and strategic planning tools and processes.

- Credits: 3.0

HCA 340 FUNDAMENTALS OF FINANCIAL OPERATIONS

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

- Credits: 3.0

HCA 420 CLINICAL OPERATIONS

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

- Credits: 3.0

HCA 450 APPLIED BUSINESS ETHICS IN HEALTHCARE

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

- Credits: 3.0

HCA 465 SURVEY OF US HEALTHCARE SYSTEMS

Healthcare professionals need to have an understanding of the interaction of U.S. healthcare policies and public health science to be able to act as change agents in their professions. How do health professionals access this information, analyze and react in ways that will improve the health and wellness of their patients? This course will inform and ask the student to respond to the dynamic area of U.S. healthcare systems.

- Credits: 3.0

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

- **Credits**: 3.0
- **Prerequisites**: HCA 340

## HUMANITIES

### HUM 150 THE WORLD OF IDEAS: CRITICAL REASONING AND RHETORIC

There is a strong relationship between thinking clearly and expressing thoughts in formal writing and public speaking. Using the skills of logic and critical thinking, students will examine ideas, analyze and evaluate the arguments of others, and advocate for their own ideas. Students will be introduced to the NMC Portfolio process.

- **Credits**: 3.0
- **Prerequisites**: HUM 150 is to be taken in the first semester, unless designated in the second semester by the program of study

### HUM 152 PORTFOLIO INTRODUCTION

This course is designed for students who receive two transfer credits for HUM150: Critical Reasoning and Rhetoric. Students will activate their electronic portfolios, submit writing samples, and begin documentation of the Educated Citizen outcomes.

- **Credits**: 1.0
- **Prerequisites**: Either entered NMC with a bachelor's degree or took a 3-credit public speaking course and a 3-credit critical thinking course

### HUM 155 PORTFOLIO TRANSITION

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

- **Credits**: 0.0

### HUM 205 REFLECTIVE PRACTICE

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

- **Credits**: 1.0
- **Prerequisites**: HUM 150 or HUM 152

### HUM 210 INTRODUCTION TO ETHICS

Introduction to Ethics introduces students to theories and practices of individual, communal and societal obligations. Moral inquiry in the course proceeds from a philosophical basis.
HUM 220    EXPERIENCING HUMANITIES
HUM 221    HUMANITIES INTERPRETATION
HUM 222    ENGAGING THE SHORT STORY

Students use artistic modes of inquiry to develop awareness of the diversity of human feeling and experience. Students use critical thinking as they respond orally and in writing to original artifacts of human expression, including works of art, fiction, poetry, drama, and music.

HUM 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
HUM 258    WORLD HISTORY TO 1800
HUM 259    HISTORY OF SCIENCE: THE CREATION OF A BIOMEDICAL WORLD

Students critically analyze the impact of history on contemporary society. Historical methods of inquiry inform students' perspectives on societal and institutional development.

HUM 270    SPIRITUALITY
HUM 271    WORLD RELIGIONS
HUM 272    COMPLEMENTARY AND ALTERNATIVE MEDICINE

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.

IMAGING SCIENCES

ISC BONE DENSITOMETRY

ISC 285 ADVANCED PATIENT CARE

This course is designed to assist the healthcare professional in becoming knowledgeable and proficient in advance patient care practices. Topics covered in this course will include basic ECG interpretation, arrhythmias, and cardiac pharmacology. In addition, students will
learn basic and advanced airway management. At the end of the course, the student will be eligible for certification with the American Heart Association in Advanced Cardiac Life Support.

- **Credits:** 2.0
- **Prerequisites:** BLS certification, enrollment in NMC medical imaging program (radiography or sonography)

**ISC 315 ADVANCED CROSS-SECTIONAL ANATOMY I**

Advanced Sectional Anatomy I will discuss anatomical structures of the upper and lower extremities, abdomen, and pelvis located in an array of multiple imaging planes and modalities. Characteristic appearances of anatomical structures will be discussed as it applies to Computed Tomography, Magnetic Resonance Imaging, and Ultrasound. Pathology and physiological aspects of major anatomical structures will be addressed and reviewed through identification exercises and assignments when applicable.

- **Credits:** 3.0
- **Prerequisites:** RAD/DMS 262, ARRT(R) candidacy or credential or Instructor Permission

**ISC 320 Community-Based Care: Complex Concepts Across the Lifespan**

Advanced Sectional Anatomy II will discuss anatomical structures of the neck, head, spine, and thorax as identified and located in multiple imaging planes and modalities. Characteristic appearances of anatomical structures will be discussed as it applies to Computed Tomography (CT), magnetic Resonance Imaging (MRI), and Ultrasound images. Pathology and physiological aspects of major anatomical structures will be addressed and reviewed through identification exercises and assignments when applicable.

- **Credits:** 3.0
- **Prerequisites:** RAD/DMS 262, ARRT(R) candidacy or credential or Instructor Permission

**ISC 325 INTRODUCTION TO MAGNETIC RESONANCE IMAGING**

This course will cover basic principles of Magnetic Resonance Imaging (MRI). Instrumentation, equipment, and MRI safety are topics that will be covered in detail within this course. Instruction on Image Weighting and Contrast, Encoding and Image Formation, and MRI Parameters and Trade-offs will also be included within the course.

- **Credits:** 3.0
- **Prerequisites:** ARRT(R) candidacy or credential

**ISC 330 ADVANCED MRI**

This course is a continuation of ISC325 Introduction to Magnetic Resonance Imaging. Students will engage in an in-depth lecture on pulse sequences that are specific to MRI. MR Flow Phenomena as well as Vascular/Cardiac Imaging will be discussed. Students will explore functional imaging techniques, and MRI contrast agents and artifacts. Course content will include anatomy specific imaging, protocols, and pathology relevant to MRI.

- **Credits:** 3.0
- **Prerequisites:** ISC 325

**ISC 342 APPLICATION AND INSTRUMENTATION OF COMPUTED TOMOGRAPHY**

This course focuses on the physical principles and instrumentation of computed tomography equipment. Historical development, physics, radiation dose, daily operations and data acquisition and manipulations will be discussed. Image post-processing, image archiving, and artifact identification and sources will be explained as it relates to computed tomography.

- **Credits:** 3.0
- **Prerequisites:** ARRT(R) candidacy or credential

**ISC 347 IMAGING PROCEDURES IN COMPUTED TOMOGRAPHY**

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This course focuses on examination preparation, indications, positioning, contrast media usage, patient education and safety as they pertain to the field of Computed Tomography. Scanning parameters, radiation dose reduction and positioning for pathology and anatomical structures will be discussed. Computed Tomography images will be reviewed for pathology, anatomy, and quality during this course.

- Credits: 3.0
- Prerequisites: ARRT(R) candidacy or credential

ISC 440 ADVANCED IMAGING SCIENCE CLINICAL PRACTICUM

The format of this course is designed for the student to gain additional skills/experience in a professional/advanced imaging modality of interest. For this particular externship, objectives are developed in accordance with the modality of choice. Students who upon completion of this course meet graduation and eligibility requirements as set forth by the American Registry of Radiologic Technologists for certification in an advanced imaging modality may apply for registry certification.

- Credits: 1.0 - 6.0
- Prerequisites: Permission of instructor

ISC MAMMOGRAPHY (MUST BE R.T.(R))

- Credits: 3.0

HEALTHCARE OPERATIONS MANAGEMENT

HOM 501 Change Management

Identify strategies to better understand and overcome resistance to change; Making a persuasive business case for change based on best practices; Developing skills for effective collaboration to garner support and buy-in at all levels.

- Credits: 1.0

HOM 502 Individual and Team Creativity

The rules, stages, approaches for individual idea generation, and processes for achieving group creativity and consensus.

- Credits: 1.0

HOM 503 Managing Team and Group Dynamics

Tools for learning, comprehending, and recognizing the diverse strengths and abilities of individuals on a team and on approaches for managing an effective team.

- Credits: 1.0

HOM 504 Organizational Learning through Mentoring/Mentorship

Skills to inspire others by modeling the positive organizational states of confidence, optimism, and resiliency.

- Credits: 1.0

HOM 505 Leadership Development: Defining and Assessing your Leadership Style

Models, theories and tools for self-assessment; continuous learning and self-improvement.
HOM 510 Strategic Planning
Defining an organization's strategy or direction and making decisions on allocating resources to pursue it.

HOM 511 Project Selection
Selecting a good project involves determining project objectives, defining quantifiable goals, describing its value, exploring its return on investment in terms of cost and impact, and anticipating the risks.

HOM 512 Project Leadership
How to simultaneously managing the four basic elements of a project: resources (people, equipment, material), time (task durations, dependencies, critical path), money (costs, contingencies, profit, return), and scope (project size, goals, requirements).

HOM 520 Talent Identification and Hiring
Characteristics of high performing employees; Talent identification strategies; Writing an effective ad for employment, and Legal issues and regulations in hiring.

HOM 521 Employee Development and Performance Review
Expecting the best from employees through focused development efforts and effective performance reviews.

HOM 522 Succession Planning
Identifying and developing internal people with the potential to fill key business leadership positions in an organization.

HOM 530 Healthcare Economics
An exploration of the economic issues involved with the financing and delivery of health care services. Emphasis will be on payment sources, cost controls, current issues, future trends, policies and regulations.

HOM 531 Billing and Coding
Changes to ICD billing coding and transition from ICD 9 to ICD 10. Introduction to claims processes and procedures for private and Medicaid/ Medicare.
• Credits: 1.0

HOM 532 Healthcare Finance

Fundamental healthcare economics, budgeting, cost avoidance versus cost reduction, variance analysis.

• Credits: 1.0

HOM 533 Revenue Cycle Management

This course will explore the key processes important to healthcare managers for effectively creating and generating compliant claims to optimize effective patient payment.

• Credits: 1.0

HOM 540 Root Cause Analysis

Using root cause analysis as a tool for learning the causes of an issue or problem in a system.

• Credits: 1.0

HOM 541 Six Sigma for Healthcare

Improve the quality of systems by identifying and removing the causes of defects (errors) and minimizing variability in healthcare processes.

• Credits: 1.0

HOM 542 Lean Strategies and Tools

Role of lean concepts and tools for eliminating waste and developing a continuous improvement mentality for a healthcare system.

• Credits: 1.0

HOM 543 Risk Mitigation

Identifying and managing risks. A focus will be on reducing day-to-day risks through human factors/ergonomic techniques and organization risks.

• Credits: 1.0

HOM 544 Benchmarking and the Balanced Scorecard

Comparing processes and performance metrics to industry bests or best practices. Using the balanced scorecard to manage execution of strategy by monitoring four interconnected perspectives: Financial, Customer, Internal Processes and Learning & Growth.

• Credits: 1.0

HOM 545 Crisis Management Planning

How to prepare a healthcare organization for a major event that threatens to harm the organization, its stakeholders, or the general public. An exploration of types of crises, crises leadership, best practices for contingency planning, and the role of training and simulation for preparation.
Human factors (or ergonomics) reviews the interactions among humans and other elements of a system, and explores how to design approaches to optimize human well-being and overall system performance. Core course topics include an overview of physical and cognitive ergonomics, workplace evaluation, human factor tools and methods, and healthcare quality and safety.

HOM 550 Turning Data Into Information

How to have a critical eye in assessing data presentations. How to interpret data, know what statistical significance means, and understand the types of biases that can impact a study and presentation.

HOM 551 Data Collection Strategies

Tools and approaches for collecting patient and staff feedback. Emphasis will be on survey question design and strategies, controlling biases, and instructional review board processes.

HOM 552 Spreadsheet Simulation

Using Monte Carlo simulation approaches for incorporating uncertainly and randomness in a spreadsheet model.

HOM 553 Capacity and Staff Planning

Developing accurate estimates for how many patients, staff, and resources are needed for a healthcare facility.

HOM 560 Healthcare Industry Issues and Trends

Historical perspectives of healthcare delivery in the US, influences (drug companies), government, providers, patient's rights; ethical issues including conflict of/ competing interests, allocation of scarce resources.

HOM 561 Healthcare Regulatory Issues

Overview of issues (Medicare, Medicaid, OSHA, JAHCO, nuclear, etc.)and policies (Affordable Care Act) impacting healthcare and private insurance, Privacy

HOM 562 Resource Utilization
Exploration of how best to utilize healthcare equipment and facilities. Topics will include utilization, capacity, reusable medical equipment, preventive maintenance, replacement planning.

- Credits: 1.0

HOM 563 Vendor Management

Issues involved in working with external vendors. What type of equipment to purchase - balancing cost, reliability, capabilities, and maintenance requirements. Legal issues such as request for proposal, contract development and obligations.

- Credits: 1.0

HOM 564 Clinical quality

Tracking and measuring patient satisfaction and outcomes (length of stay, infection rates)

- Credits: 1.0

HOM 565 Healthcare Ethics

- Credits: 1.0

HOM 570 Professional Writing

Effective communication strategies using memos, e-mails, letters, and reports. An emphasis is on best practices for defining a clear and tailored professional message.

- Credits: 1.0

HOM 571 Communication Strategies

Development of communications nuances. Topics include: negotiation skills, effective listening strategies, how to read a situation and identifying a core message, interpreting body language.

- Credits: 1.0

HOM 580 Medical Informatics: Privacy and Security of Health Information

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.

- Credits: 1.0

HOM 581 Healthcare Information Systems

Exploration of the software and hardware issues involved in people and healthcare organizations use to collect, filter, process, create, and distribute data.

- Credits: 1.0

HOM 599 Capstone Course

Execution of an applied project integrating concepts of healthcare operations management.
MEDICATION AIDE

MAP 003 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 Campus Health service Questionnaire.

NURSE AIDE

NAP 001 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 Campus 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.

NURSING

NRS 100 INTRODUCTION TO COMMUNITY-BASED NURSING

This introductory course provides a foundation for community-based nursing. Students examine the fundamental concepts and skills used in the delivery of professional nursing care with culturally diverse adult clients. Environmental considerations and the basic concepts of community, partnerships and visits with clients in various settings are introduced. The wellness continuum is expanded and professionalism in nursing, interpersonal communication, change, nursing process, critical thinking and caring are addressed.

NRS 100C COMMUNITY-BASED NURSING CLINICAL PRACTICUM
This clinical practicum offers students opportunities to provide nursing care with adult clients to promote and maintain health. Experiences focus on providing students beginning nursing-process skills for the delivery of care with a community-based perspective. Students incorporate interpersonal communication techniques while interacting with adult clients, members of the health care team and community partners.

- **Credits:** 1.5
- **Prerequisites:** Co-requisites: NRS 100

### NRS 176 LPN BRIDGE COURSE

This transition course is designed to enable the licensed practical nurse to achieve advanced placement in the BSN curriculum. Emphasis is placed on the theoretical and philosophical frameworks necessary to assume the role of a second level nursing student. Interpersonal communication techniques, caring, change theory, developmental theory, nursing process and the role of the professional nurse in community-based nursing are explored. Nursing skills are reviewed.

- **Credits:** 1.0
- **Prerequisites:** Advanced standing (LPN)

### NRS 177 NURSING BRIDGE COURSE

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

- **Credits:** 1.0 - 6.0

### NRS 199 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- **Prerequisites:** Permission of Program Director or Academic Dean of Nursing

### NRS 198 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

- **Prerequisites:** Permission of Program Director or Academic Dean of Nursing

### NRS 202/202L HEALTH ASSESSMENT ACROSS THE LIFESPAN

This course familiarizes students with normal and abnormal health assessment of clients across the lifespan. The course utilizes Gordon's structural framework as the primary means to organize assessment data and prioritizing nursing diagnoses. Students will identify and utilize the principles of diagnostic reasoning and critical thinking to practice the application of health assessment findings to nursing practice. Students will apply the skills of interview, inspection, palpation, percussion, and auscultation throughout the course as guided by evidence-based practice (EBP). Students will analyze data collected during a complete health assessment. The health assessment data collected consists of a complete health history and physical assessment including laboratory values, the client's level of wellness, environment, health practices and goals, and psychosocial (including domestic violence), mental, nutritional and transcultural considerations. The student will work to correlate the health assessment data while differentiating the major trends in growth and development and the attainment of developmental milestones comparing the differences of the well, acutely ill, and chronically ill clients across the lifespan.
**For Accelerated BSN students: class extends over the whole semester, rather than 8 weeks.**

- **Credits:** 3.0
- **Prerequisites:** NRS 100

**NRS 220 COMMUNITY-BASED CARE WITH ADULTS**

This course focuses on nursing care using a culturally sensitive framework with adult clients along the continuum of well being. Students employ caring and professional communication to promote change. Critical thinking and the nursing process are used in collaborative relationships with clients and community partners. Students are introduced to the economic impact on health. The concepts of legal/ethical accountability and prioritization are applied to professional community-based nursing practice.

- **Credits:** 4.0
- **Prerequisites:** All year-one courses except HUM __: World of Ideas
  Pre/Corequisites: NRS 202/202L, SCI 230, SCI 315

**NRS 220C COMMUNITY-BASED CARE WITH ADULTS CLINICAL PRACTICUM**

The clinical practicum offers students opportunities to provide nursing care with adult clients to promote and maintain health. Experiences focus on providing students beginning nursing-process skills for the delivery of care with a community-based perspective. Students incorporate interpersonal communication techniques while interacting with adult clients, members of the health care team and community partners.

- **Credits:** 3.0
- **Prerequisites:** Corequisites: NRS 220

**NRS 240 COMMUNITY-BASED CARE WITH FAMILIES**

This course focuses on developing partnerships with women and childbearing families to promote and maintain health. Selected changes in the family and in the health of women are addressed. New knowledge and skills build on the frameworks of caring and community-based nursing care. Selected nursing assessment skills are introduced and applied. Use of the nursing process enhances critical-thinking skills as needs of women and childbearing families are explored. Beginning nursing leadership concepts are explored. Students identify the influence of economics on the health and well being of women and childbearing families.

- **Credits:** 3.5
- **Prerequisites:** All year-one courses and NRS 220/220C, SCI 315
  Pre/Corequisites: HUM _____: World of Ideas (Completion of 1 out of 3 World of Ideas course), SCI 235, SCI 240, SSC 215, SSC 235
  Corequisites: NRS 240C, NRS 245

**NRS 240C COMMUNITY-BASED CARE WITH FAMILIES CLINICAL PRACTICUM**

The clinical experience offers students the opportunity to collaborate with women and childbearing families in their health care. Students develop partnerships through professional communication, dialogue and collaboration, critical thinking and shared learning. The nursing process and concepts of public health science, caring, professionalism and change are incorporated while working with clients. Students demonstrate selected nursing assessment skills while providing safe effective care within guidelines and policies

- **Credits:** 2.5
- **Prerequisites:** Corequisites: NRS 240

**NRS 245 PUBLIC HEALTH SCIENCE I**

This course introduces public health concepts and principles. Emphasis is on the core functions of public health: assessment, policy development and assurance. The course content provides an overview of the history and organization of public health and public health issues at the local, state, national and global levels.
NRS 277 NURSING BRIDGE COURSE

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

- Credits: 1.0-6.0

NRS 299 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 298 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

- Prerequisites: Permission of Program Director or Academic Dean of Nursing

NRS 340 COMMUNITY-BASED CARE ACROSS THE LIFESPAN

Students begin to integrate a broad range of concepts related to children and adults in the community. Students build on family concepts and incorporate growth and development into a framework for community-based nursing care across the lifespan. Content focuses on health promotion, illness prevention, maintenance and management of acute and chronic health problems. The differences in communication with clients across the lifespan are examined. The course facilitates professional role development, critical thinking and the use of humanistic/scientific principles and research as the basis of culturally competent care.

- Credits: 5.0
- Prerequisites: All year-one and -two courses
  Pre/Corequisites: SSC 360
  Corequisites: COM 320

NRS 340C COMMUNITY-BASED CARE ACROSS THE LIFESPAN CLINICAL PRACTICUM

The clinical practicum promotes integration of nursing process, including prioritization, into community-based care with children and adults. Caring, professional communication, dialogue and advocacy are used to build partnerships with families. Health care and economic policies and ethical decision-making are examined. Students incorporate beginning management and leadership principles and information from research to further develop professional roles.

- Credits: 4.0
- Prerequisites: Corequisites: NRS 340

NRS 345 PUBLIC HEALTH SCIENCE II
This course builds upon public health core concepts and principles introduced in Public Health Science I. Content focuses on epidemiology and special needs of aggregates at risk. Current and changing health care are critically analyzed in relation to local, state, national and global conditions and policies.

- **Credits:** 2.0
- **Prerequisites:** Corequisite: NRS 350 (traditional); NRS 340 (ACE)

**NRS 350 ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING**

The course incorporates concepts and principles of psychiatric mental health nursing, community health nursing and public health science that promote holistic health of diverse vulnerable communities. As students broaden self-awareness and understanding of human beings, major foci are on therapeutic communication, group process and advocacy for individuals, families, aggregates and communities. Students use enhanced critical-thinking skills and a caring approach to apply nursing process to problems with multiple causes. Students value teaching/learning principles, motivation, risk reduction and health promotion as integral to achieving desired outcomes. Theory and research related to the promotion of mental health, prevention and management of acute/chronic mental illness and population-based needs are explored. The roles of the nurse in community-based care, which include interdisciplinary collaboration, advocacy for social justice and professional leadership, are examined.

- **Credits:** 4.0
- **Prerequisites:** All year-one and -two courses, NRS 340/340C, SSC 360
  
  - Pre/Corequisites: SSC 370, HUM 210, COM 320
  - Corequisites: NRS 345, NRS 350C

**NRS 350C ADVANCED CONCEPTS IN COMMUNITY-BASED NURSING CLINICAL PRACTICUM**

The clinical practicum facilitates the synthesis of public health principles and physical and mental health concepts/interventions with diverse populations. This experience promotes the application of theory and skills in community-based health settings for acute and chronic mental illnesses. Nursing process is applied to a variety of population-based needs. Wide-ranging skills include the use of personal and community resources and collaborative problem solving leading to innovative solutions and desired outcomes. The roles of the nurse in community-based care are assumed. These roles include interdisciplinary collaborator, advocate, casefinder/manager, counselor, referral and change agent.

- **Credits:** 5.0
- **Prerequisites:** NRS 345, NRS 350

**NRS 377 NURSING BRIDGE COURSE**

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

- **Credits:** 1.0 - 6.0

**NRS 399 INDEPENDENT STUDY**

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.

- **Credits:** 2.00
- **Prerequisites:** Permission of Program Director or Academic Dean of Nursing

**NRS 398 DIRECTED STUDY**

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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.

- Prerequisites: Permission of Program Director or Academic Dean of Nursing

**NRS 402 NURSING ASSESSMENT FOR RN'S**

This course discusses theory and concepts of holistic health assessment across the lifespan. Advancement of skills in history taking, health assessment, and health promotion using concepts of evidence-based practice, critical thinking, genetics/genomics, quality and safety to provide caring, culturally-competent professional nursing care are emphasized. Students will collaborate with a preceptor to perform health assessments in a clinical setting.

- Credits: 3.0
- Prerequisites: Placement: Admission to the RN to BSN Program or RN to MSN Program

**NRS 430 RN PROFESSIONAL SEMINAR**

An introduction to nursing concepts of professional nursing practice will be the focus of this course (caring, change, culture, critical thinking, economics, and nursing process). This course will also help students to explore differences of BSN education and practice levels, professional issues, community-based education, and professional nursing roles.

- Credits: 3.0
- Prerequisites: Placement: Admission to the RN to BSN Program

**NRS 445 NURSING THE GLOBAL SOCIETY**

In this non-clinical course, students analyze current trends and issues within the profession of nursing. Students critically examine health care issues that impact a changing global community. Recommendations and solutions of current healthcare delivery issues concerning quality and safety are evaluated. Professional activism is explored. Health care policy and legal/ethical concerns are scrutinized within the framework of global nursing practice.

- Credits: 3.0
- Prerequisites: All year-one, -two and -three courses, COM 320
  Corequisites: NRS 450

**NRS 446 COLLABORATIVE NURSING LEADERSHIP IN A GLOBAL SOCIETY**

This course analyzes leadership and management theories in relation to trends in nursing and healthcare. The concepts of change, power, collaboration, gender dynamics, and advocacy will be examined and applied to the practice of nursing. Health care policy, legal aspects, and economic factors are explored as they relate to client care and professional nursing practice. Using a global perspective, students will analyze, evaluate and create possible solutions to nursing and healthcare issues.

- Credits: 3.0
- Prerequisites: Placement: Accelerated BSN students or Admission to the RN to BSN Program or RN to MSN Program

**NRS 450 COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFE SPAN**

This course focuses on the application of theory when caring for complex, high-risk clients across the lifespan. Students build upon research findings and previous knowledge to further develop critical thinking skills through the advanced nursing concepts presented in the course. Students examine the roles of professional caregiver, teacher and manager with families in an interdependent world. Students expand strategies for dialogue, collaboration and advocacy within an increasingly complex global health care environment.

- Credits: 4.0
Prerequisites: All year-one, -two and -three courses, COM 320
Pre/Corequisites: NRS___: Non-Clinical Nursing Elective, HUM ___ World of Ideas (Completion of 2 out of 3 World of Ideas courses)

NRS 450C COMMUNITY-BASED CARE: COMPLEX CONCEPTS ACROSS THE LIFE SPAN CLINICAL PRACTICUM

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

- Credits: 5.0
- Prerequisites: Corequisites: NRS 450

NRS 462 COMMUNITY-BASED CARE: COMPLEXITY OF AGING

This course focuses on the synthesis of humanistic/scientific principles and research in the care of the older adult with complex needs. Students use critical thinking skills to examine professional nursing care in the areas of health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation in the changing environments of the older adult. Holistic concepts including spirituality, sexuality, end-of-life and economics are expanded. The roles of the professional nurse in meeting the mutually identified needs of the older adult in the community are evaluated.

- Credits: 1.5
- Prerequisites: All year-one, -two, -three courses and NRS 445, NRS 450
  Pre/Corequisite: HUM___ World of Ideas (Completion of all 3 World of Ideas courses)
  Corequisites: NRS 462C, SSC 465

NRS 462C COMMUNITY-BASED CARE: COMPLEXITY OF AGING CLINICAL PRACTICUM

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

- Credits: 1.5
- Prerequisites: Corequisites: NRS 462

NRS 470 SENIOR SYNTHESIS

Students integrate concepts of the professional role into a personal philosophy of nursing. Using a problem-based learning approach, students critically evaluate research and refine decision-making skills. Leadership/management and legal/ethical principles provide a framework for classroom activities.

- Credits: 1.0
- Prerequisites: All year-one, -two, -three courses and NRS 460
  Pre/Corequisites: HUM ___ World of Ideas (Completion of all 3 World of Ideas courses)
  Corequisites: NRS 470P, SSC 465

NRS 470P SENIOR PRECEPTOR PRACTICUM

Students experience the role of the practicing nurse within a community-based learning environment. Students are assigned a RN preceptor to promote the development of confidence and competence in applying the skills and knowledge expected from a novice. Through the synthesis of prior knowledge, students apply management and communication skills to foster interdisciplinary collaboration. Students demonstrate responsibility and legal/ethical accountability in their professional role as caregiver, teacher and manager of client care.
NRS 476/476C COMMUNITY HEALTH NURSING

The course synthesizes concepts and principles of community health nursing and public health science that promote population centered health care in the community. Course theory incorporates the history of community health nursing, community health nursing standards, roles and functions of the community health nurse, Healthy People 2010 goals, case management, community assessment and diagnosis, program planning and evaluation, and evidenced-based practice in the community. Students evaluate strategies to improve the health status and eliminate health disparities of diverse vulnerable populations using ethical, advocacy, and social justice philosophies. The function and status of the US health care system and public health care system are analyzed as well as ethical and future challenges facing the respective systems. Public health content focuses on the application of the core functions and epidemiology, biostatistics, environment, global health, determinants of health, infectious disease, health surveillance, health behavior, disasters, and healthcare systems, policy, and delivery concepts. Current and changing community and public health issues are critically analyzed in relation to local, state, national, and global population health concerns and policies.

NRS 477 NURSING BRIDGE COURSE

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

NRS 480 COMPLEXITY IN NURSING

This course focuses on the synthesis of humanistic/scientific principles and research in the care of the complex client across the lifespan, with special emphasis on the older adult. Students use critical thinking skills to examine professional nursing care in the areas of health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation. The course is concept driven to include holism, including spirituality, sexuality, end-of-life and economics. The role of the professional nurse as a case manager, in meeting the mutually identified needs of the client, is evaluated.

NRS 498 DIRECTED STUDY

Directed study allows students the opportunity to complete a course of study when there is a deficiency in course requirements; it is determined by the Program Director of the department.

NRS 499 INDEPENDENT STUDY

Independent study allows students the opportunity to complete a course of study in an area that is of special interest. A maximum of six credit hours may be earned through independent study.
NURSING NON-CLINICAL ELECTIVES

NRS 312 INFECTION DISEASES: DON'T BUG ME

In this course, students focus on greater in-depth knowledge of identification, treatment, and control of spread of selected infectious diseases across the lifespan. Students will explore the role of the healthcare professional through the process of prevention, identification, monitoring, reporting, control, and management of communicable diseases.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 325 CURRENT TRENDS AND CONTROVERSIES IN TRANSPLANTATION

This course focuses on the transplantation system in the United States. The organizational framework will present indications, survival, and the transplant process of each type of transplant. Long-term complications of transplant, age-related issues, infectious complications, immunology, and immunosuppression will be depicted. Psychosocial, ethical, and financial issues in transplantation will be explored.

- Credits: 2.0
- Prerequisites: NRS 340

NRS 355 TRANSCULTURAL PERSPECTIVES IN HEALTH & ILLNESS

This course explores a variety of cultural influences that shape attitude and beliefs toward health and illness. The impact on the delivery of culturally competent health care is examined in light of the dynamic changes in the population of the United States and the global community. Cultural influences on health care policies and research are identified. The course design enhances professional health care providers' perceptions and understanding, expanding their ability to critically think about the uniqueness of cultural perspectives. Emphasis is placed on communication and the application of caring and transcultural theory concepts.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 358 PARISH NURSING: BASIC PARISH NURSE PREPARATION

This course is based on the accepted philosophy and practice of Parish Nursing and examines the roots of health and healing found in many religious traditions. Critical thinking strategies, such as Socratic questioning are used to analyze the spiritual dimension of health and healing for the practitioner as well as clients they serve. Using the standard core curriculum developed through the International Parish Nurse Resource Center as the foundation, students explore the practice of nursing in the faith community and its ministry.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 361 PAIN MANAGEMENT

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

- Credits: 2.0
- Prerequisites: NRS 240

NRS 362 EMPOWERING THE PROFESSIONAL NURSE
In this course students analyze the concepts of empowerment within the health care environment. The concept of empowerment is examined in relation to oneself as a person and a professional nurse. Empowerment issues are explored through incorporation of critical thinking strategies, empowerment theories and research findings.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 363 PERSPECTIVES ON GRIEF & SUFFERING

This course is designed to help students understand the emotional aspects of illness, grief, loss and crisis. It is based upon Watson's caring approach to the human person and focuses strongly on the psychological, social and spiritual aspects of client well being. Students examine common crises and changes that occur in human life. Students use critical thinking strategies and the nursing process to identify appropriate and professional nursing interventions. Communication and other caring approaches to clients in crisis are studied. Students are also involved in personal and professional reflections dealing with their own life experiences and life journey.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 364 A SURVEY OF COMPLEMENTARY AND ALTERNATIVE THERAPIES IN NURSING

This course, based on holism and caring theory, examines complementary and alternative therapies in nursing as an important aspect of patient care related to health maintenance and/or illness care. Cultural aspects as well as credibility issues related to specific therapies are investigated. Using current evidence-based information and research, students focus on integrating complementary and alternative therapies into the changing health care environment.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 365 HISTORY OF NURSING SEMINAR

This non-clinical nursing elective course allows students to gain insights to the history of the nursing profession in a seminar environment. The course employs readings about nursing in medieval and early modern periods through the Vietnam War, to examine the history of nursing. Historical figures and events are analyzed to promote understanding of the evolution of professional nursing. The close relationship between nursing and power dynamics is examined through exploration of nursing in the military.

- Credits: 2.0
- Prerequisites: NRS 220

NRS 366 WOMEN'S HEALTH ISSUES

This course focuses on application of theory to the care of women during all facets of their life. Theory presented includes the physical, psychosocial, ethical, and spiritual issues that affect most women at varying developmental stages. Students synthesize the theoretical concepts of change, communication, multiculturalism, carative factors and impact of these in the community/world while analyzing holistic care of women.

- Credits: 2.0
- Prerequisites: NRS 240

NRS 367 VIOLENCE IN SOCIETY

This course examines the concept of violence as it relates to the client on the intrapersonal, interpersonal and societal levels. Students explore violence-related issues across many settings and develop an awareness of legal and community responses based on critical thinking strategies and research findings. Students analyze the role of the professional nurse and the use of therapeutic communication, advocacy skills, carative factors and change theory in response to the increase of violence in society.
NRS 368 GENETICS FOR NURSING PRACTICE

This course examines basic human genetics, including the role of genetics and genomics in the health of individuals and families. Students explore the function of genetics and genomics, including genetic transmission and the impact of genetics on selected health conditions. Students analyze the present and future role of the professional nurse regarding genetics including risk assessment; referrals; ethical, sociopolitical and legal concerns; and psychological consideration of clients.

NRS 369 LEADERSHIP DEVELOPMENT

This non-clinical nursing elective provides an opportunity for nursing students to be recognized for the leadership and management skills developed through participation in National Student Nurses Association (NSNA) programs and governance activities. Through this course, students self-reflect on the competencies needed by future nurse leaders and managers. Students examine the leadership of a nurse in policy and professional activism.

NRS 371 BIO-PSYCHOSOCIAL PERSPECTIVES OF INTIMATE PARTNER VIOLENCE

This course examines the concept of intimate partner violence as it relates to biological and psychosocial issues. Students explore intimate partner violence and related issues, analyzing both historical and contemporary situations. By having the exposure to a variety of community responses, students develop a sense of professional responsibility and legal/ethical accountability to intimate partner violence. Students analyze the role of the professional nurse and the use of evidence based practices to develop an understanding of assessment, documentation, advocacy and referral for survivors of intimate partner violence.

NRS 381 IMMERSION EXPERIENCE

Nebraska Methodist College mission statement promotes educational experiences that are offered to students for their professional and personal development. Through focus study, analysis, and social action, these experiences may positively influence the health and well-being of the community. This immersion course is an intensive community-based learning experience. Faculty and community leaders will serve as co-facilitators to assist students in building bridges of understanding and knowing one-another in a meaningful way.

MSN CORE & CLINICAL COURSES

NRS 508 ISSUES IN ADVANCED NURSING ROLES

This course explores the health care delivery system with specific consideration of economic, political, social, cultural, global, and professional influences. Legal, ethical, and economic issues for current and projected health care needs are addressed. The skills necessary for application and synthesis of biophysical sciences, psychosocial sciences, the humanities, and the science of caring are enhanced. Skills in critical thinking, decision making, and organizational leadership are included.
NRS 509 ADVANCED NURSING ROLES & PHENOMENA

This course facilitates the transition of the nurse into the advanced nursing role. The contributions of five ways of knowing to nursing praxis are examined, and students reflect on the use of these ways in their own practice. To broaden understanding of the concerns of nursing, students explore concept analysis. Students compare and contrast qualitative research traditions/methods as a means to describe phenomena. Students begin to develop their professional portfolio based on program outcomes.

NRS 513 MEASUREMENT & STATISTICAL CONCEPTS FOR DATA INTERPRETATION

In this course, students apply nursing knowledge with theory and statistical methods to broaden understanding of nursing concepts and nursing outcomes. Measurement principles, descriptive statistics and relationships between variables are explored to better comprehend nursing and nursing phenomena. Using the framework of disparity and risk in a specific population, students apply content on variable association. Reports using statistics to compare groups and measure patient improvement over time are analyzed for implications for patient populations.

NRS 517 CRITICAL APPRAISAL OF KNOWLEDGE FOR PRACTICE

The purpose of this course is understanding of research processes and interpretation of statistics to make accurate critical appraisals. Students apply the process of drawing conclusions, finding implications, and making recommendations based on an appraised study. 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

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

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
In this second course of the capstone sequence, students will synthesize concepts related to research, practice, education and leadership content and experiences learned throughout the master's program of study. Groups of students will collaboratively complete the group-selected evidence-based project begun in NRS 592. Emphasis will be on the process of completing an evidence-based manuscript suitable for publication in a peer-reviewed journal, a poster presentation suitable for delivery at a local, national or regional conference or a webinar presentation.

- **Credits:** 2.0
- **Prerequisites:** NRS 592 Co requisites: NRS 524 & NRS 559 or by permission.

### NURSE EDUCATOR TRACK

#### NRS 516 TEACHING-LEARNING PRINCIPLES FOR NURSING EDUCATION

Teaching-learning principles and holistic adult education theories appropriate for college level students are examined. Learning theory that emphasizes andragogy and its related concepts such as transformational learning, reflective learning and self-directed learning is included. Motivational and personality characteristics for the broader social system are discussed and evaluated as are specific considerations with regard to ethnic, cultural, and other diversity topics.

- **Credits:** 3.0
- **Prerequisites:** NRS 509 & NRS 513, or by permission

#### NRS 518 INSTRUCTIONAL METHODS

This course analyzes teaching strategies and modalities relevant to classroom, online and clinical teaching in nursing education. Fundamental concepts and principles in educational and psychological measurement of learning are explored.

- **Credits:** 3.0
- **Prerequisites:** NRS 509, NRS 513 & NRS 516, or by permission.

#### NRS 523 CURRICULUM/PROGRAM DEVELOPMENT & EVALUATION

This course concentrates on curriculum/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.

- **Credits:** 4.0
- **Prerequisites:** All program course work except NRS 524.
  Pre/Co requisites: NRS 592

#### NRS 524 PRACTICUM IN NURSING EDUCATION

Working with a preceptor during 126 contact hours, students have the opportunity to synthesize learning and experiences into strategies and designs for nursing education. Multiple teaching-learning theories, designs, and strategies are employed. Included in this practicum is direct contact with undergraduate students in the classroom and clinical environment for those students with less than three years of teaching experience. For those students with more than three years of teaching experience in both the classroom and clinical environment, practicum experiences expand competencies related to the nurse educator role.

- **Credits:** 4.0
- **Prerequisites:** All program course work is prerequisite or by permission.
  Pre/Co requisites: NRS 594

#### NRS 546 ADVANCED HEALTH ASSESSMENT/PATHOPHYSIOLOGY/PHARMACOLOGY

This course provides the theoretical foundation to obtain a complete and accurate health database, including history and holistic assessment, across the lifespan. Physiologic changes and clinical manifestations that occur as a result of disease, as well as drug therapy used
to treat or affect health status are integrated to facilitate critical analysis of collected assessment data and support clinical decision-making. Precepted clinical experience allows for practical application of course theory.

- Credits: 3.0
- Prerequisites: Admission to the MSN Program or by permission.

**NURSE EXECUTIVE TRACK**

**NRS 550 ORGANIZATIONAL BEHAVIOR & STRUCTURE**

This course explores behavioral science literature and theories that are relevant to the study of individual and group behavior within healthcare organizations. This course will promote an understanding of how and why people and groups behave the way they do in the workplace. Theories and concepts related to motivation, change, chaos, complexity, crisis, communication, team building, healthy work environments, toxic organizations, conflict resolution, and organizational development, structure and culture will be explored.

- Credits: 3.0
- Prerequisites: NRS 509 & NRS 513, or by permission.

**NRS 552 ROLE OF THE NURSE EXECUTIVE I: LEADING AN ORGANIZATION**

The major focus of this course will be the planning, organizing, and coordinating aspects of management. The role of the nurse executive from the perspective of transformational, quantum, and organizational leadership theories will be explored. The concepts of creating a vision, planning, power, risk-taking, decision-making, reflective practice, emotional intelligence and competence, forces of magnetism, AONE and IOM competencies, and personal and professional responsibility and accountability will be discussed.

- Credits: 3.0
- Prerequisites: NRS 509, NRS 513 & NRS 550, or by permission.

**NRS 554 ROLE OF THE NURSE EXECUTIVE II: HUMAN RESOURCE MANAGEMENT**

This course will focus on the directing and controlling or human resource management (HRM) aspects of the management process. Under the umbrella of quantum and transformational leadership, topics to be covered include delegation, motivation, staffing, empowerment, employee engagement, recruitment and retention strategies, employee selection, performance evaluation, compensation, staff development, coaching/mentoring, disciplinary action, cultural competence and diversity in the workplace, and legal issues associated with human resource management.

- Credits: 3.0
- Prerequisites: NRS 509, NRS 513 & NRS 550, or by permission.

**NRS 558 ROLE OF THE NURSE EXECUTIVE III: FINANCIAL MANAGEMENT & ECONOMICS**

The history of health care reimbursement, economics and health care, accounting principles and information systems for data retrieval will serve as the introduction to budget principles, development, variances, and strategies. Strategic management, business plans, cost-benefit analysis, cost- effectiveness analysis, collective bargaining, productivity, marketing, staffing, and patient classification systems will be discussed from a financial perspective. Students will use Excel for solving financial problems and budgeting exercises.

- Credits: 4.0
- Prerequisites: All program course work except 559 or by permission. Pre/Co requisites: NRS 592

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

Each student will choose a health care setting (acute care, long term care, etc.) to work 126 contact hours with a nurse executive/administrator who will serve as a preceptor. Throughout this course, the student will synthesize management and leadership principles into the nurse executive role. The student must identify a project or topic for improvement, develop a strategy for improvement,
use evidence and theory to support the proposed improvement strategy, implement and evaluate the improvement strategy and share the findings and outcomes of the project.

- **Credits**: 4.0
- **Prerequisites**: All program course work or by permission. Pre/Co requisites: NRS 594

**PHLEBOTOMY**

**PHB 001 PHLEBOTOMY**

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.

**PHYSICAL THERAPIST ASSISTANT**

**PTA 100 INTRODUCTION TO PHYSICAL THERAPY**

Students learn about the history of the field of Physical Therapy, and the role of the 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.

- **Credits**: 2.0
- **Prerequisites**: Admission to the PTA Program.

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

The student is introduced to the essentials of functional anatomy as related to the study of muscle origin, insertion, action and innervation. Basic terminology and concepts of applied kinesiology and physics are covered. Laboratory experiences include visualizing cadaver dissections and obtaining a working knowledge of applied surface anatomy.

- **Credits**: 3.0
- **Prerequisites**: Admission to the PTA Program.

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

The student explores the principles and practices of physical therapy including but not limited to: positioning and draping, body mechanics, transfers, infection control, wheelchair management, ambulation aids and self-care instruction.

- **Credits**: 2.0
- **Prerequisites**: Admission to the PTA Program.

**PTA 120 THERAPEUTIC EXERCISE I WITH LAB**

The student is exposed to foundational principles and practices of physical therapy including but not limited to: posture awareness, manual muscle testing, range of motion measurement and exercise, stretching and strengthening techniques, joint integrity and mobility, soft tissue mobilization, pulmonary physical therapy techniques, PNF patterns and pain measurement.

- **Credits**: 3.0
• Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 116

PTA 130 THERAPEUTIC MODALITIES WITH LAB

Students examine the theory, principles and application of physical therapy modalities including but not limited to: therapeutic heat and cold, traction, biofeedback, ultrasound, electrical stimulation, hydrotherapy, iontophoresis, and laser. Theory and principles of diathermy, infrared, ultraviolet, and compression therapies are taught.

• Credits: 4.0
• Prerequisites: PTA 100, PTA 105, PTA 115, SCI 200, SCI 116

PTA 190 PTA CLINICAL I: ORIENTATION

This clinical course entails 12 hours of orientation at the clinical site assigned for Clinical II. Students will become acclimated to clinic policies, procedures, equipment, patients, responsibilities of staff and expectations for student performance.

• Credits: 0.0
• Prerequisites: PTA 120, PTA 130

PTA 177 PHYSICAL THERAPIST ASSISTANT BRIDGE COURSE

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

• Credits: 1.0-6.0

PTA 200 CLINICAL EXPERIENCE II

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

• Credits: 4.0
• Prerequisites: PTA 180, SCI 206

PTA 210 ORTHOPEDIC ISSUES WITH LAB

This course includes classroom and laboratory instruction on rehabilitation of patients with surgical and non-surgical orthopedic injuries. General surgical protocols, medical imaging techniques, taping techniques, orthotics, breathing exercises and other techniques for optimum physical performance are covered. Students apply and modify therapeutic exercise techniques for the orthopedic patient.

• Credits: 4.0
• Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 215 PEDIATRIC AND NEUROLOGIC DISORDERS WITH LAB

Students learn about pediatric and neurologic dysfunction and interventions for patients across the lifespan. Concepts include: fundamentals of nervous system operation, motor development, motor control and motor learning, positioning and handling, components of sensory, motor and functional data collection, and application and progression of mobility training and therapeutic interventions for pediatric and neurologic patients.
PTA 220 THERAPEUTIC EXERCISE II WITH LAB

This course covers a variety of topics relevant to the practice of physical therapy. These topics include: cardiopulmonary responses to exercise, aquatic therapy, ergonomic assessment, industrial rehabilitation, wellness, core strengthening, advanced stretching and strengthening techniques, gait analysis, goal setting, balance training, joint mobilization, and soft tissue injury, repair and remodeling.

- Credits: 3.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 228 SPECIAL TOPICS IN PHYSICAL THERAPY WITH LAB

This course covers a variety of topics relevant to the practice of physical therapy. These topics include: rehabilitation for patients with burns, wounds, amputations and cancer; cardiopulmonary rehabilitation; rehabilitation for geriatric patients; alternative medicine; women's health; and rehabilitation for the athlete.

- Credits: 3.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 230 MEDICAL ETHICS, LAW & HEALTH CARE ADMINISTRATION**

This course includes classroom instruction, group discussion and case studies in legal and ethical issues affecting the practice of physical therapy. In addition, various administrative topics, for example; patient confidentiality, proper documentation for demonstration of skilled services as well as how documentation drives compliance and reimbursement will also be covered. The importance of professionalism, professional communication, both written and verbal, will also be stressed throughout this course.

**This course begins one week earlier than the traditional spring term.

- Credits: 3.0

PTA 240 CLINICAL EXPERIENCE III

This course includes clinical observation, application, and practice of physical therapy procedures under the direction and supervision of the Clinical Instructor. Knowledge from coursework to date is applied in the clinical setting. Students explore evidence-based practice and produce a formal paper on treatment for a patient seen in the clinical setting.

- Credits: 5.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum

PTA 260 CLINICAL EXPERIENCE IV

This course follows PTA 240 and provides continued clinical application and practice of physical therapy procedures in a clinical setting different from PTA 240. Knowledge from previous 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.

- Credits: 6.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum

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

- Credits: 1.0 - 6.0

PTA 280 PTA SEMINAR

This course covers topics used to help the entry-level PTA pass the national exam, gain employment, increase knowledge of licensing requirements and develop within the field of Physical Therapy.

- Credits: 1.0
- Prerequisites: Satisfactory completion of all technical & clinical coursework to this point in the curriculum.

RADIOLOGIC TECHNOLOGY

RAD 107 RADIOLOGY FUNDAMENTALS AND CLINICAL ASSESSMENT

This course introduces the field of radiology and basic skills required to perform duties in a patient care environment. Topics include patient care in the radiology department, vital signs, specific laboratory test, infection control, sterile procedures, and contrast media. The student will also be required to complete a CPR class in conjunction with this course.

- Credits: 3.0
- Prerequisites: Program Admission

RAD 115 RADIOGRAPHIC IMAGING I

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

- Credits: 3.0
- Prerequisites: RAD 107

RAD 121 RADIOGRAPHIC PROCEDURES/POSITIONING I

This course introduces the student to radiographic positions and procedures related to the thoracic cavity, abdominal, and appendicular skeleton. Radiographic procedures include chest, abdomen, upper extremity, shoulder girdle, and lower extremity. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

- Credits: 2.0
- Prerequisites: RAD 107

RAD 121L RADIOGRAPHIC PROCEDURES/POSITIONING I LAB

This course compliments RAD121 and demonstrates the practical application of radiographic positioning of the thoracic cavity, abdominal, and appendicular skeleton. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.
- Credits: 2.0
- Prerequisites: RAD 107

**RAD 122 RADIOGRAPHIC PROCEDURES/POSITIONING II**

This course introduces the student to the radiographic positions and procedures related to the pelvis, spinal column including sacrum and coccyx, and bony thorax. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed.

- Credits: 2.0
- Prerequisites: RAD 121, RAD 121L

**RAD 122L RADIOGRAPHIC PROCEDURES/POSITIONING II LAB**

This course compliments RAD122 and demonstrates the practical application of radiographic positioning of the pelvis, spinal column, and bony thorax. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate technical factors.

- Credits: 1.0
- Prerequisites: RAD 121/121L

**RAD 140 RADIATION BIOLOGY & PROTECTION**

This course emphasizes the effects of radiation on living systems and the principles of protection against that impact. This course explores the effect of radiation on the human body, including cells, tissues, and the body as a whole. There is a deep exploration of the biological reactions to radiation, including acute and chronic affects. This course emphasizes the radiographer's responsibilities for ensuring radiation protection for patients, personnel, and the public.

- Credits: 2.0
- Prerequisites: RAD 115

**RAD 160 CLINICAL PRACTICUM I**

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

- Credits: 3.0
- Prerequisites: RAD 107

**RAD 162 CLINICAL PRACTICUM II**

This course provides clinical experience geared to the attainment of designated competencies. The clinical learning process concentrates on imaging procedures applicable to the axial skeleton. Student concentration on outcome assessment and their mastery of co-requisite radiographic positioning skills presented in RAD121/RAD121L continues during this clinical experience.

- Credits: 2.0
- Prerequisites: RAD 160

**RAD 165 RADIOGRAPHIC IMAGING II**

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

- **Credits:** 3.0
- **Prerequisites:** RAD 115

**RAD 177 RADIOLOGIC TECHNOLOGY BRIDGE COURSE**

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

- **Credits:** 1.0 - 6.0

**RAD 210 RADIOGRAPHIC PATHOLOGY**

This course introduces the student to the radiographic appearance of disease and clinical manifestations. An overview is presented on all major body systems, including common radiographic pathologies identified in the profession.

- **Credits:** 2.0
- **Prerequisites:** SCI 200, SCI 206, RAD 121, RAD 121L, RAD 122, RAD 122L Co-requisites: RAD 220, RAD 220

**RAD 215 RADIOGRAPHIC IMAGING III**

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

- **Credits:** 3.0
- **Prerequisites:** RAD 165

**RAD 220 RADIOGRAPHIC PROCEDURES/POSITIONING III**

This course introduces the student to the radiographic positions and procedures related to the digestive system, urinary/reproductive, and headwork to include skull, facial bones, and paranasal sinuses. The relationship of anatomy, specific radiographic landmarks, patient care, universal precautions, radiographic critique/quality, and terminology to radiographic practice is discussed. This course will also introduce students to proper venipuncture techniques.

- **Credits:** 2.0
- **Prerequisites:** RAD 122, RAD 122L

**RAD 220L RADIOGRAPHIC PROCEDURES/POSITIONING III LAB**

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.

- **Credits:** 1.0
- **Prerequisites:** RAD 122, RAD 122L
RAD 260 MEDICAL ETHICS & LAW

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.

- Credits: 1.0
- Prerequisites: RAD 107

RAD 261 CLINICAL PRACTICUM III

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

- Credits: 4.0
- Prerequisites: RAD 162

RAD 262 APPLIED SECTIONAL ANATOMY & IMAGING

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.

- Credits: 1.0
- Prerequisites: RAD 121, RAD 121L, RAD 122, RAD 122L, RAD 220, RAD 220L

RAD 263 CLINICAL PRACTICUM IV

This course continues to center on student attainment of clinical competencies with various radiographic procedures. The student will continue to complete radiographic procedures under direct/indirect supervision of a radiologic technologist, while providing patient care and focusing on previous radiographic skills acquired.

- Credits: 4.0
- Prerequisites: RAD 261

RAD 265 CLINICAL PRACTICUM V

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

- Credits: 3.0
- Prerequisites: RAD 263

RAD 270 RADIOGRAPHIC SEMINAR

This course is designed as a capstone learning experience for the student in preparation of sitting for the A.R.R.T. certification examination in radiography. Students prepare for professional employment and continuous learning by integrating and synthesizing their professional knowledge, skills, and attitude. Students demonstrate competencies for professional employment at the entry-level and the capacity to pursue lifelong professional growth.
• **Credits:** 3.0
• **Prerequisites:** Completion of all radiography professional coursework, excluding RAD 255 and RAD 222 taken concurrently.

**RAD 277 RADIOLOGIC TECHNOLOGY BRIDGE COURSE**

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

• **Credits:** 1.0 - 6.0

**RAD 280 PRINCIPLES OF COMPUTED TOMOGRAPHY (CT)**

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.

• **Credits:** 2.0
• **Prerequisites:** RAD 262

**RAD 420 SPECIAL TOPICS II: MAMMOGRAPHY**

This course presents the information necessary to the practice of mammography. The course, based on the guidelines of the MQSA and ARRT, will fulfill the didactic component of mammography education. This course includes breast anatomy, physiology and pathology, mammographic equipment and quality assurance, mammographic technique and image evaluation, patient education, mammographic positioning, and interventional procedures. The clinical component of the education is the responsibility of the student.

• **Credits:** 2.0
• **Prerequisites:** Instructor permission.

**RAD 430 SPECIAL TOPICS III: MRI**

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

• **Credits:** 2.0
• **Prerequisites:** Instructor permission.

**RAD 440 SPECIAL TOPICS IV: CVIT**

This course presents the information necessary to the practice of Cardiovascular and Interventional Technology. This course will include information on patient care, equipment and instrumentation, contrast agents, medications, emergency care, and procedures. The clinical component of the education is the responsibility of the student.

• **Credits:** 2.0
• **Prerequisites:** Instructor permission.

**RAD 499 INDEPENDENT STUDY: CLINICAL**

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This course offers the student a clinical externship for the RAD420, RAD430, and RAD440 courses of instruction. The course will allow the student to apply didactic instruction to the advanced imaging modality of choice in a clinical setting. Specific objectives, goals, clinical competencies, and clinical schedules will be developed with the student prior to the start of the clinical internship.

- **Prerequisites:** Instructor permission.

**RESPIRATORY CARE**

**RCP 125 CLINICAL ASSESSMENT & PROCEDURES**

Students learn to assess physical signs and symptoms relating to respiratory therapy in a laboratory setting. In addition, students begin medical chart interpretation. Procedures in hospital protocol, infection control and patient mobility / body mechanics are studied.

- **Credits:** 1.0
- **Prerequisites:** Acceptance into the Respiratory Care Program

**RCP 177 RESPIRATORY CARE BRIDGE COURSE**

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

- **Credits:** 1.0 - 6.0

**RCP 200 INTRODUCTION TO RESPIRATORY CARE CLINICAL PRACTICE I**

This course combines classroom, laboratory and clinical experience as an introduction to therapeutic modalities and hospital protocol. Basic cardiopulmonary assessment and therapeutic modalities are practiced in a clinical setting. Students are evaluated on affective skills such as communication, ethical behavior and professionalism.

- **Credits:** 4.0
- **Prerequisites:** All year-one courses. Corequisites: RCP 210

**RCP 210 CARDIOPULMONARY PHYSIOLOGY**

A comprehensive study of pulmonary and cardiovascular physiology as it applies to respiratory care. Emphasis is on integrating therapeutic and clinical application of pulmonary function, acid-base balance, neurogenesis and mechanics of ventilation, O2 and CO2 transport, ventilation versus perfusion, and hemodynamic relationships as they relate to acute and chronic diseases.

- **Credits:** 3.0
- **Prerequisites:** All year-one courses Corequisites: RCP 200

**RCP 220 RESPIRATORY CARE CLINICAL PRACTICE II**

This course is a continuation of RCP 200. Students will complete clinical rotations in therapeutic modalities, surgery, ECG and pediatrics. Students are introduced to the adult intensive care unit and will continue to be evaluated in affective skills. Students will participate in weekly clinical discussions and case study presentations.

- **Credits:** 6.0
- **Prerequisites:** RCP 200, RCP 210 Corequisites: RCP 240, RCP 260
RCP 240 PRINCIPLES OF RESPIRATORY CARE

This course is an introduction to basic respiratory care equipment. Theories and procedures will be presented along with a structured laboratory experience to prepare students for those skills required in proper delivery of various basic respiratory therapy modalities, to include aerosol/humidity therapy, oxygen therapy, medical gas therapy, bronchial hygiene, lung expansion therapy and infection control. The student will learn how these modalities are used in the treatment of various cardiopulmonary diseases.

- Credits: 4.0
- Prerequisites: RCP 200, RCP 210
- Corequisites: RCP 220, RCP 260

RCP 260 MECHANICAL VENTILATION I

An introduction to the assessment and management of acute and chronic patients who need airway care. Emphasis is upon indications, complications and maintenance of artificial airways and mechanical ventilators. Structured laboratory time is included to apply the theoretical principles of mechanical ventilation.

- Credits: 3.0
- Prerequisites: RCP 200, RCP 210
- Corequisites: RCP 220, RCP 240

RCP 277 RESPIRATORY CARE BRIDGE COURSE

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

- Credits: 1.0 - 6.0

RCP 280 RESPIRATORY CARE TRANSITION -ASSOCIATE DEGREE LEVEL

This transition course is designed to enable the entry-level respiratory care practitioner to achieve advanced placement. Emphasis is upon assessment of theoretical knowledge and laboratory and clinical skills necessary for advanced placement in the respiratory care program.

RCP 300 RESPIRATORY CARE CLINICAL PRACTICE III

This course is a continuation of RCP 220. Students will complete clinical rotations in diagnostic procedures/monitoring, advanced assessment skills, pulmonary function, adult intensive care and pediatric/neonatal intensive care. Students will participate in weekly clinical discussions and case study presentations and will continue to be evaluated for affective skills.

- Credits: 6.0
- Prerequisites: RCP 220, RCP 240, RCP 260, SCI 260, RCP 350
- Corequisites: RCP 310, RCP 330, RCP 340, RCP 360

RCP 310 MECHANICAL VENTILATION II

This course is a continuation of RCP 260. Emphasis is upon the relationship of specific pathophysiologies and the indications, management and discontinuation of mechanical ventilation. Specific ventilators and their clinical applications are presented and required skills are developed in structured laboratory time.

- Credits: 4.0
- Prerequisites: RCP 220, RCP 240, SCI 260, RCP 260
- RCP 350
- Corequisites: RCP 300, RCP 330, RCP 340, RCP 360

RCP 330 CARDIOPULMONARY DIAGNOSTICS & MONITORING
An introduction to the more crucial diagnostic procedures required for assessing and monitoring the pulmonary patient. Emphasis is upon arterial blood gas analysis, pulmonary function studies and hemodynamic monitoring, ECG interpretation and nutritional assessment.

- **Credits:** 3.0  
  - **Prerequisites:** SCI 260, RCP 220, RCP 240, RCP 260, and RCP 350  
  - **Corequisites:** RCP 300, RCP 310, RCP 340, RCP 360

**RCP 320 HEALTH EDUCATION**

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

- **Credits:** 3.0

**RCP 340 NEONATAL & PEDIATRIC RESPIRATORY CARE**

This course is a comprehensive review of fetal development, physiology and pathophysiology of the newborn, premature infant and the pediatric patient. Applications of various respiratory care modalities are correlated to these varied pathologies.

- **Credits:** 2.0  
  - **Prerequisites:** SCI 260, RCP 220, RCP 240, RCP 260, RCP 350  
  - **Corequisites:** RCP 300, RCP 310, RCP 330, RCP 360

**RCP 350 PULMONARY REHABILITATION & HOME CARE**

This course is a presentation of the methods of care and support for the patient with pulmonary disability. Emphasis is on the teaching of home care therapy, chronic care units, unique equipment needs, review of home care companies and services provided, Medicare/Medicaid reimbursement, special problems encountered and the various therapeutic techniques applied to the chronic pulmonary patient.

- **Credits:** 1.0  
  - **Prerequisites:** RCP 200, RCP 210  
  - **Corequisites:** RCP 220, RCP 240

**RCP 355 ENVIRONMENTAL HEALTH AND RISK FACTORS**

This course will concentrate on human population and the need to control factors that are harmful to human life. The course will emphasize methods of controlling communicable diseases, wastewater treatment, solid waste management, insect & rodent control, radiation control and environmental health hazards. Particular emphasis will be placed on environmental factors related to respiratory conditions such as asthma, lung cancer, and emphysema. The course concludes with the human impact on resources and ecosystems, management of pollution, as well as decision making regarding the positive and negative effects of the choices a person makes that affect personal health.

- **Credits:** 3.0

**RCP 360 ISSUES & TRENDS IN RESPIRATORY CARE**

Current issues and trends in respiratory care will be investigated and discussed in this course. In addition, students will explore issues in cultural diversity, political advocacy and managed care as it relates to health care.

- **Credits:** 1.0  
  - **Prerequisites:** SCI 260, RCP 220, RCP 240, RCP 260, RCP 350  
  - **Corequisites:** RCP 300, RCP 310, RCP 330, RCP 340

**RCP 375 PROGRAM PLANNING & DESIGN**

This course will focus on a variety of program design models based on assessed needs, with special attention to the utilization criteria and predicted impact of each. Health promotion program planning in the three areas of exercise/physical activity, stress management and
healthy eating/weight management will be emphasized. Culturally competent programming will be addressed through the development and selection of appropriate materials and educational strategies. Techniques related to writing and implementing a business plan that unifies corporate and individual goals will be practiced.

- Credits: 3.0

RCP 380 NEEDS ASSESSMENT

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

- Credits: 3.0

RCP 380 RESPIRATORY CARE TRANSITION-BACHELOR DEGREE LEVEL

This transition course is designed for the advanced-level respiratory care practitioner to achieve advanced placement. Emphasis is upon assessment of theoretical knowledge, laboratory and clinical skills necessary for advanced placement in the respiratory care program.

RCP 382 SPECIAL TOPICS I

This course is designed to meet the needs of students who have left the NMC Respiratory Care Program for one semester or longer. Emphasis is upon assessment of theoretical knowledge, laboratory and clinical skills necessary for the student to continue to progress in the Respiratory Care Program. Students may be assigned to a clinical, didactic or laboratory experience, if needed, as determined by the instructor’s assessment.

RCP 399 INDEPENDENT STUDY IN RESPIRATORY CARE

This course is designed to allow students to explore a selected topic in Respiratory Care. A faculty mentor will work with students to create objectives and methods of evaluation. Students will carry out the plan of study.

- Credits: 1.0-3.0
- Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of Program Director.

RCP 400 CLINICAL SPECIALTIES

Advanced respiratory care practitioner skills are practiced in an individually designed clinical preceptorship experience.

- Credits: 2.0-6.0
- Prerequisites: Completion of all year two professional courses, or Associate Degree, plus permission of the Director of Clinical Education.

RCP 415 PROGRAM EVALUATION

This course will provide students with a fundamental understanding of the purpose and importance of evaluation within the context of health promotion programming. Students will build on the project they completed in the Program Planning & Design course by moving forward with the focus of setting up comprehensive formative and summative evaluation plans.

- Credits: 3.0
- Prerequisites: RCP 375

RCP 427 HEALTH BEHAVIOR & DISEASE PREVENTION
This course will cover behaviors that impact health including physical activity, nutrition, obesity, substance abuse, and stress. 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.

- Credits: 3.0

RCP 470 RESPIRATORY CARE RESEARCH

The steps of the research process are applied to a selected topic in respiratory care. Students will review current literature and analyze journal articles using evidence based medicine techniques. Using the manuscript guidelines of the professional journal, Respiratory Care, students will prepare and submit an article suitable for publication.

- Credits: 3.0
- Prerequisites: Permission of instructor

RCP 490 CAPSTONE

The Capstone course is designed to synthesize knowledge and skills obtained in the BSRC program. The student will be required to complete a significant project that demonstrates understanding of key elements with integrative knowledge related to practices in health education, health promotion, advocacy and administration. Examples include designing and implementing a needs assessment plan with program design recommendations, developing an education program targeted to a particular audience, identifying problem and conducting a literature review and recommendation of best practice.

- Credits: 3.0

SCIENCES (NATURAL & APPLIED)

SCI 025 MATHEMATICAL CONCEPTS

This is a developmental course that covers some of the basic mathematical principles including integers, negative numbers, fractions, decimals, percents and ratios and proportions.

- Credits: 1.00

SCI 102 APPLIED NUTRITION

This course in nutrition is designed for students to acquire a basic knowledge of the elements of nutrition so that informed and appropriate choices can be made resulting in the maintenance or improvement of health for self and others. The content includes times of special need such as energy balance, physical activity, life stages and food safety. It affords the students an overview of the integral part nutrition plays in the health and well being of the individual.

- Credits: 3.0

SCI 103 COLLEGE CHEMISTRY

This course is an overview of general inorganic/organic and biochemistry with an emphasis on relationship to biological sciences. Includes a laboratory.

- Credits: 3.0

SCI 105 ALGEBRA

- Credits: 3.0
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.

• Credits: 3.0

SCI 110 INTRODUCTION TO PHYSICS

This course discusses the major fundamental themes in classical physics of mechanics, heat, sound, electricity, magnetism, light and modern physics. Includes a laboratory.

• Credits: 3.0

SCI 116 MEDICAL TERMINOLOGY

This course will introduce students to terminology used in the health care professions. The origins of medical terms will be studied with an emphasis placed on understanding the suffixes, prefixes, combining forms and root words used in health care terminology. At the end of the course the student will be able to comfortably understand, translate and discuss issues related to their profession using appropriate terminology.

• Credits: 1.0

SCI 130 ESSENTIALS OF ANATOMY & PHYSIOLOGY I

This course will introduce the students to basic information required for further study and understanding of Anatomy and Physiology, which includes terminology, basic principles of chemistry, physics, embryology and histology. The basic structure and function of the integumentary, the nervous the skeletal, and the muscular systems are emphasized in this course.

• Credits: 2.0

SCI 135 ESSENTIALS OF ANATOMY & PHYSIOLOGY II

The basic structure and function of the special senses, endocrine, reproductive, cardiovascular, circulatory, lymphatic, respiratory, digestive, and urinary systems are emphasized in this course.

• Credits: 3.0

SCI 175 COLLEGE MATHEMATICS

This course provides an overview of mathematical concepts. Content will include real numbers, operations applied to real numbers, ratios, proportions, algebraic expressions, logarithms and graphic applications. Course will be completed online.

• Credits: 1.0

SCI 200 HUMAN ANATOMY & PHYSIOLOGY

his 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.

• Credits: 5.0

SCI 206 PATHOPHYSIOLOGY/PHARMACOLOGY
This survey course begins with a major focus on cellular function and pathology, including inflammation, infection, immune response, metabolism, and fluid disequilibria. These concepts serve as the foundation for the course as alterations in various bodily functions are examined. Alterations in body fluid and electrolyte homeostasis; fluid acid/base balance; gastrointestinal, urinary, respiratory, cardiac, endocrine and neurological functions are emphasized. The student will be introduced to pharmacological principles of commonly used classes of medications. The various drug classifications and general characteristics of drugs within a class are examined. These characteristics include the pharmacokinetics, pharmacodynamics, side effects, adverse effects and drug interactions of common drugs within each class.

- Credits: 4.0
- Prerequisites: SCI 200

SCI 225 HUMAN ANATOMY & PHYSIOLOGY I

This course introduces students to basic information required for further study and understanding of Anatomy and Physiology, as well as further study of all health care related subjects. Terminology that is specific to the medical field is introduced. Basic principles of chemistry, physics, embryology, developmental biology and histology are reviewed. This course focuses on enabling students to learn and understand the anatomy (structure) and physiology (function) of the integumentary, nervous, skeletal, and muscular systems. Laboratory experience will include cadaver study.

- Credits: 4.0
- Prerequisites: High school or college chemistry

SCI 226 HUMAN ANATOMY & PHYSIOLOGY II

The structure and function of the special senses, along with the endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems are stressed in this course. Laboratory experience will include cadaver study.

- Credits: 4.0
- Prerequisites: SCI 225

SCI 230 PHARMACOLOGY I

This foundation course will introduce students to the current scientific, legal and regulatory environments of modern pharmacotherapeutics. The pharmaceutic, pharmacokinetic, and pharmacodynamic phases of drug action will be discussed with an emphasis on how these actions are related to the interaction of drug molecules with specific target proteins (receptors) in the body. The students will consider how these interactions lead to therapy, side effects, adverse effects, and potentially harmful drug interactions.

- Credits: 1.0
- Prerequisites: SCI 103, SCI 225, SCI 226, SCI 280
- Prerequisites/Co-requisites: SCI 315, NRS 100

SCI 235 PHARMACOLOGY II

This course will provide students the opportunity to apply pharmacology principles from SCI 230 Pharmacology I. There will be a focus on major drug classifications and how pharmacological agents affect the body systems. Specific clinically important pharmaceutical agents will be discussed using pharmacological principles that apply to patient education and care. The course will also emphasize drug interactions, side effects, adverse effects and contraindications of various pharmaceutical agents.

- Credits: 2.0
- Prerequisites: SCI 230

SCI 240 PRINCIPLES & CONCEPTS OF NUTRITION

This course in nutrition is designed for students to gain knowledge of the basic elements of nutrition and nutritional needs in all age groups, meal planning, food economics and client teaching. Consideration of the cultural and psychological influence of nutrition
emphasizes the psychosocial components of humans and adequate nutrition maintenance for health. Students learn the role of good
nutrition and how it applies to self, family, client and the community. It will provide students with basic knowledge, to enable students to
gain an understanding of the role which nutrition plays in the health and well being of an individual.

- Credits: 3.0
- Prerequisites: SCI 103

**SCI 265 INTRODUCTION TO PHARMACOLOGY**

This course is designed to introduce students to pharmacological principles of prescription and over the counter (OTC) medications. The
various drug classifications and general characteristics of drugs within a class are examined. The course also focuses on analysis and
understanding of the pharmacokinetics, pharmacodynamics, side effects, adverse reactions and drug - drug and food - drug interactions of
prototype and commonly used drugs within each class.

- Credits: 3.0
- Prerequisites: SCI 103, SCI 225, SCI 226
- Prerequisite/Co-requisite: SCI 315

**SCI 280 MICROBIOLOGY**

This course is a study of the principles and application of microorganisms and their relationship to various disease processes. Includes a
laboratory.

- Credits: 3.0
- Prerequisites: SCI 103

**SCI 315 PATHOPHYSIOLOGY**

This course begins with a major focus on cellular functions and pathology, including inflammation, infection, immune response,
metabolism and fluid disequilibrium. These concepts serve as the foundation for the course as alterations in various bodily functions are
examined. Alterations in body fluid and electrolyte homeostasis; fluid acid-base balance; genetic disorders, carcinogenesis, nematologic,
gastrointestinal, urinary, respiratory, cardiac, endocrine, neurological, musculoskeletal functions are emphasized.

- Credits: 3.0
- Prerequisites: SCI 103, SCI 225, SCI 226, SCI 280

**SOCIAL SCIENCES**

**SSC 101 INTRODUCTION TO PSYCHOLOGY**

This course is designed to merge science with a broad human perspective and to engage both the mind and the heart. It sets forth the
principles and processes of psychology and is sensitive to student's needs and interests. It helps students gain insight into the important
phenomena in everyday life, to feel a sense of wonder about seemingly ordinary human processes and to see how psychology addresses
issues that cross disciplines.

- Credits: 3.0

**SSC 215 LIFESPAN PSYCHOLOGY**

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:
maturations 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

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 325 APPLIED ANALYSIS OF RESEARCH

Evidence-based practice is an important component of effective clinical management. This course allows students to develop skills in applied statistics and research while learning to critically examine healthcare information from a variety of sources, including but not limited to professional journals, governmental reports and public media.

SSC 360 INTRODUCTION TO STATISTICS

This course is designed to introduce students to the methods used in organizing, summarizing, analyzing and interpreting quantitative information. Emphasis is placed on the application of statistical methods and on the interpretation of statistically significant data. Specific techniques for measuring the degree of relationship between variables encountered in research are presented. The course is limited to research designs involving no more than two variables.

SSC 370 PRINCIPLES OF RESEARCH

This course is designed to assist the student in developing an understanding of the research process in qualitative, quantitative and mixed methods designs. The student learns to selectively apply the steps of research and to critically analyze research studies culminating in formal, oral and written projects.

SSC 465 CAPSTONE: THE EDUCATED CITIZEN

This course is based in the social sciences and is designed to assist students in the integration of their roles as healthcare professionals and educated citizens. The focus of the class is on deepening students’ understanding of and facility with social and political systems that impact the health and wellbeing of the community. Students demonstrate their preparation to act as educated citizens through the presentation of their portfolio within the context of this capstone course.

SURGICAL TECHNOLOGY

SUR 102 AP: INTRODUCTION TO SURGICAL TECHNOLOGY

This course introduces the student to the broad field of surgical technology. General information including the historical development of surgery, functions of hospitals and accrediting agencies will be addressed. Students will become familiar with basic principles of aseptic technique and surgical conscience as it relates to best practices and patient outcomes. Fundamental patient care skills including patient
transport and positioning are taught and assessed in the laboratory. Professional expectations, standards, and behaviors of the perioperative team members will be introduced during this course. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

- **Credits:** 2.0
- **Prerequisites:** Enrollment in ST Program.

**SUR 106 INTRODUCTION TO SURGICAL TECHNOLOGY WITH LAB**

This course introduces the student to the practice of surgical technology. Students will become familiar with the basic principles of aseptic technique and surgical conscience as it relates to the best practices and patient outcomes. The preoperative roles of the surgical technologist in the circulator and first scrub role will be thoroughly examined. Preoperative patient diagnostic procedures, principles of sterilization, patient transport, positioning, skin preparation and draping of the surgical patient are included. Surgical and aseptic technique during the preoperative and intraoperative phases of the operative procedure is included in this course. Students will gain knowledge of suture and surgical instrumentation utilized during the intraoperative process and will perform basic general case preparation with understanding of patient disease process, procedural steps, and technique necessary for optimal patient outcomes. Students will research, formulate, and present individual and group projects to enhance learning of the course material. Students will be introduced to the physical principles of mechanics, heat, sound, electricity, magnetism and light as they apply to the operation of laser, robotic, and electrical surgical equipment. The laboratory setting will be used to reinforce material taught didactically. Students will be asked to engage in personal reflection and peer review of laboratory skills. Students must successfully complete performance competency in this course. Professional expectations, standards, and behaviors of the perioperative team members will be introduced during this course. The student will be required to complete a course in cardiopulmonary resuscitation (BCLS).

- **Credits:** 5.0
- **Prerequisites:** Enrollment in ST Program.

**SUR 122 SURGICAL TECHNOLOGY I WITH LAB**

This course will expand on the role of the surgical technologist in the scrub role. Case and room preparation, aseptic technique, counts, suture and procedural steps for a wide variety of cases are introduced in this course. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course. The laboratory setting is used to enhance and reinforce material taught didactically. Students will participate in active peer review of laboratory performance. Student must successfully complete clinical performance competency in this course.

- **Credits:** 4.0
- **Prerequisites:** SUR 106, SCI 226

**SUR 200 PHARMACOLOGY FOR THE SURGICAL TECHNOLOGIST**

A study of medications used in the operating room with an emphasis on the common drugs used in the surgical area is completed in this course. Examination of the administration, actions, interactions, side effects, and terminology of perioperative medications is included. Legal responsibilities of the surgical technologist, common calculations, and safety measures performed in a sterile field to assure patient safety are practiced. Students will actively participate in group presentations enhancing didactic teaching and complete medication cards and two written reports during this course.

- **Credits:** 2.0
- **Prerequisites:** Math Concepts- competency, SUR 120

**SUR 205 MICROBIOLOGY FOR THE SURGICAL TECHNOLOGIST**

This course introduces the students to the historical background of microbiology, microbial structure and metabolism, and the relationship between humans and microorganisms. It includes disease production, transmission of disease-causing organisms, epidemiology, and immune defense mechanism. Principles of sanitation, disinfection, sterilization and wound healing are emphasized. Students learn
techniques of standard precautions, specimen collection, preparation of cultures, and microscopic slide preparations with gram stain. An understanding of the medical impact of microorganisms on each body system and the environment is also addressed.

• Credits: 2.0

SUR 210 SURGICAL TECHNOLOGY II

This course will expand on the role of the surgical technologist in the scrub role. Case and room preparation, aseptic technique, counts, suture and procedural steps for a wide variety of cases are introduced in this course. Additional topics include intraoperative considerations and specialty instrumentation, equipment and supplies needed for surgical interventions on specialty patient populations and advanced surgical procedures. Students will complete individual and group presentations to enhance classroom learning. A hospital based lab practicum and observation will be included in this course.

• Credits: 4.0
• Prerequisites: SUR 122

SUR 250 SURGICAL TECHNOLOGY CLINICAL I

This course is designed to apply basic surgical anatomy, instrumentation and procedural steps combined with a consistent method of reinforcement in the clinical site. The students are assigned to a clinical site where they will apply theoretical knowledge while gaining aptitude, skills and proficiency necessary to function in non-complex situations as a surgical technologist.

• Credits: 6.0
• Prerequisites: SUR 122, SCI 103, SCI 226
  Corequisite: SUR 205, SUR 266

SUR 260 MEDICAL ETHICS & LAW

This course provides an overview of the laws and ethics the student should know to help give competent, compassionate care to patients that is also within acceptable legal and ethical boundaries. This course will also give students the tools and guidance to facilitate the resolution of the many legal and ethical questions that they may reasonably expect to face as a student, and later as a health care practitioner. Emphasis on professional liability, scope of practice, ethical and personal obligations in relationship to medical mistakes and surgical patient outcomes is included. Students will also utilize a wide variety of real-life experiences and legal cases related to the text material.

• Credits: 1.0

SUR 266 CORRELATED PATIENT STUDY I

This course will include the study of current trends, professional and interpersonal skills in the health care setting, and case review. Concurrent review of clinical rotation and participation in the surgical team will occur during this course. Students will also be introduced to fundamental principles of evidence-based practice. Students will participate in journal review and present articles pertaining to their current clinical practice to classroom peers. Students will also prepare a paper for publication consideration on a relevant clinical topic. All assigned clinical paperwork will be reviewed during this course.

• Credits: 2.0
• Prerequisites: Co requisite: SUR 250

SUR 269 CORRELATED PATIENT STUDY II

Concurrent review of clinical rotation and participation in the surgical team through case studies and completion of clinical paperwork requirements will occur during this course. The student will develop the reflective practitioner model with direct applications to the experience of the surgical technologist in the workforce. Students will create a power point presentation on a surgical case study following course guidelines, and present study to peers in classroom setting. Students will prepare journal article on surgical case or surgical concept for dissemination and discussion. Students will be introduced to techniques and exercises in preparation for the national CST exam. Written and oral presentations by the students are key elements of this course. All students meeting eligibility requirements will be required
to seat the national Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) within thirty (30) days of graduation date. Successful completion of exam and proof of graduation allows graduate to use credential Certified Surgical Technologist (CST).

- Credits: 2.0
- Prerequisites: SUR 270

SUR 270 SURGICAL TECHNOLOGY CLINICAL II

The surgical technology student will continue to build on the concepts gained in SUR 250 during this course. Surgical anatomy, instrumentation, and procedural steps for each case are reinforced. The student will function as a part of the surgical team in an operating room setting applying theoretical knowledge while gaining the aptitude, skills and proficiency necessary to function in complex situations and cases.

- Credits: 6.0
- Prerequisites: SUR 250 Co-requisite: SUR 269

SUR 277 SURGICAL TECHNOLOGY BRIDGE COURSE

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

- Credits: 1.0 - 6.0

SUR 280 SURGICAL TECHNOLOGY SEMINAR

This course is designed to give specialized instruction in various areas of surgical technology. Employability skills will be reviewed and applied. The course will also emphasize the elements of professional development including professional organizations, leadership, teamwork, certification and continuing education.

- Credits: 2.0
- Prerequisites: must be taken in the final semester of the ST Program