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Clarkson College - Academic Catalog

The Academic Catalog is a comprehensive resource that provides crucial information for your academic journey at Clarkson College. The catalog contains program and course descriptions as well as degree requirements for every academic option available. It also provides an overview of academic policies, student resources, and campus information to assist students and prepare them for academic and professional success.

College Information

Clarkson College
101 South 42 Street   Omaha, NE 68131-2739
PH 402.552.3100 **TF** 800.647.5500

This section contains general information about the College, its facilities and its rich history of educating health care students.

Since 1888, the College has experienced both triumphs and challenges that have strengthened the institution and allowed it to flourish. It began with the dream of Bishop Robert H. Clarkson in the late 1800's to establish a hospital in Nebraska. It continued with the dedication of his wife, Meliora, to develop a training school for nurses.

Today, Clarkson College continues to build on a tradition of innovative education that anticipates changes in health care systems, technology and society. The individuals we serve have always been and will continue to be our success.

About the College

Clarkson College is a private, accredited, non-profit college in Omaha, Neb. offering certificate and degree opportunities in the fields of Nursing, Health Care Business, Health Information Management, Health Care Education and Leadership, Physical Therapist Assistant, Community Health, Radiography, Medical Imaging, Medical Imaging Informatics and Professional Development. The evolution of Clarkson College

is apparent in our program offerings. We've grown from focusing solely on the practice of nursing to broadening our offerings to include a variety of health care disciplines.

We offer our students a multifaceted education focused not only on academics but also on care, integrity and a commitment to excellence. The dedication of our instructors and students has led to our graduates achieving licensing pass rates consistently above the state and national averages.

Clarkson College has experienced consistent enrollment over the last several years, with more than 1,100 students currently learning on campus and online. As we continue to expand in enrollment, we remain committed to providing our students with a remarkable education. Our average student to faculty ratio of 16-1 creates a learning environment that guides our students toward educational and professional success.

We are proud of our history at Clarkson College. We are experienced. We are discovered. We stand by our Mission and remain true to our Values.

Mission, Vision & Values

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Vision

The preferred educator in the region graduating knowledgeable, skilled and morally grounded health care professionals.

Values

Learning: The lifelong process of education through both structured and unstructured experiences.

Caring: An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment: Dedication to the shared mission of Clarkson College.

Integrity: Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence: A level of performance in which all individuals strive for extraordinary quality.

Student Learning Outcomes

The Mission of Clarkson College is to prepare students to professionally provide high quality, ethical, and compassionate health care services. With this in mind, program directors and faculty identified five important Student Success Skills, which include Communication, Critical Thinking, Technology, Professional Behavior and Diversity.

These skills are the Institutional Student Learning Outcomes for the College and are measured within all departments on campus to provide evidence that students possess the foundational knowledge and skills necessary to become successful health care professionals. Student assessment is essential to ensure that our programs meet professional standards and all regional and program specific accreditation requirements. Assessment data also guides improvements to our programs, enabling us to continue toward student excellence both in academics and through the resources, we provide for a comprehensive College experience.

Student Success Skills

- Communication
- Critical Thinking
- Technology
- Professional Behavior
- Diversity

Accreditation & Approvals

Clarkson College has maintained continuous accreditation with The Higher Learning Commission since 1984 for all programs.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500 Chicago, IL 60604
PH 800.621.7440
https://www.hlcommission.org
Statement of Accreditation Status

Health Care Education and Leadership Program

Doctorate of Education in Health Care Education and Leadership

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Community Health Program

Bachelor of Science degree in Community Health and related certificates available.

Medical Imaging

Bachelor of Science in Medical Imaging

Nursing Programs

Bachelor of Science in Nursing, Master of Science in Nursing & Doctorate of Nursing Practice
Also accredited by the Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326
PH 404.975.5000

Bachelor of Science in Nursing
Also approved by the Nebraska State Board of Nursing

Doctor of Nursing Practice with a Specialty in Nurse Anesthesia & Master of Science in Nursing with a specialization in Nurse Anesthesia

Also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
222 S. Prospect Ave. Park Ridge, IL 60068
PH 847.655.1160
http://coacrna.org

Health Care Business & Health Information Management Programs

- **Master of Health Care Administration**
- **Bachelor of Science in Health Care Business**
- **Associate of Science in Health Information Management**

The Health Information Technology Associate Degree Program, Health Information Administration Baccalaureate Degree program, and the Health Information Administration Post-Baccalaureate Certificate Degree program is also accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

CAHIIM
233 N. Michigan Ave, 21st Floor Chicago, IL 60601-5800
PH 312.233.1131

Physical Therapist Assistant Program

Associate of Science in Physical Therapist Assistant
Bachelor of Science in Physical Therapist Assistant
Clarkson College is also accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street Alexandria, VA 22314
Phone: 703.706.3245
Email: accreditation@apta.org
Website: www.capteonline.org

Radiography Program

Associate of Science in Radiography
Also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182

PH 312.704.5300   mail@jrcert.org

As an accredited program, the Radiography program is required to meet specific standards. Complaints or concerns involving accreditation issues should be directed to the Faculty Committee (any faculty member) or the JRCERT. Upon receipt of any allegations of non-compliance, the program director and the faculty involved will investigate the report within three weeks. If an incident of non-compliance is identified, the program director and faculty will take action within the following three weeks to remedy the situation. The results of such actions will be reviewed and discussed during the next Faculty Committee meeting.

Continuing Education

Nursing
Clarkson College is an approved provider of continuing nursing education by the Midwest Multistate Division, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Clarkson College is an approved Iowa provider 345.

Physical Therapy & Physical Therapist Assistant
For Physical Therapy and Physical Therapist Assistant continuing education activities, appropriate continuing education units are sought through the Nebraska Chapter American Physical Therapy Association.
600 S. 42 St. Omaha, NE 68198-5450
PH 402.559.6415

Health Information Management
For Health Information Management continuing education activities, appropriate continuing education units are sought through the American Academy of Professional Coders and/or the American Health Information Management Association.

Basic & Advanced Life Support & First Aid
Approved by the American Heart Association
7272 Greenville Ave. Dallas, TX 75231

Nurse Aide & Medication Aide
Approved by the Nebraska Department of Health and Human Services: Regulation and Licensure; Credentialing Division
P.O. Box 94986 Lincoln, NE 68509-4986
PH 402.471.4376

Nurse Refresher
Approved by the Nebraska State Board of Nursing

Note: Details and updates concerning accreditation can be found by contacting the appropriate program director.

Board of Directors

Chair Steven Black, M.D.

Executive Committee

Steven Black, M.D.
James T. Canedy, M.D. *
Robert S. Howard*

Board Members
James Linder, M.D.
Josette Gordon-Simet, M.D., MBA
George Greene, M.D.
Julie Jones
Matt Pospisil, MBA
Levi Scheppers, MBA
Julie Sigmon, MA
Nizar K. Wehbi, M.D., MPH, MBA

Clarkson College Faculty Senate Representative

Katie Fulton

Clarkson College Student Government Association Representative

Gracie Kliegl

Past Chair

Diversity

Diversity describes the various ways in which we differ from one another—including unconscious differences like values, beliefs, tolerance, levels of patience, perceptions, stereotypes, world perspectives and life experiences. These unconscious differences impact and influence how we accept one another in more obvious categories, such as age, color, disability, gender, ethnicity, sexual orientation and religious beliefs.

Diversity Council Mission

The Diversity Council will lead Clarkson College in developing sensitive community support and awareness of diversity. This will be accomplished by creating a learning environment that enhances the human potential of all community members as they carry out the values of the organization.

Contact

Dr. Ricardo Varguez, Director of Center for Teaching Excellence
PH 402.552.2216   **TF** 800.647.5500
varguezricardo@clarksoncollege.edu

Facilities

The Student Center houses the campus bookstore, community lounge, student resident mailboxes, and Student Government Association office on the first floor. On the second level, Howard Hall, a multi-purpose room, provides gym space as well as seating for

400 people. Next door is the J.W. Upright Success Center, which caters to the study, tutoring and counseling needs of students.

In the main building at 42 and Dodge Streets, the lower level (LL) houses the Professional Development office, Life Support training center, Nurse Aide classroom, Testing Center and skills laboratory and classroom for the Radiography and Medical Imaging programs.

On the first floor lobby of the College main building, you will find the Student Services Suite. The Admissions, Registrar and Student Financial Services offices are housed in this suite. The Student Services Suite provides centralization of student services and information to students and visitors. The first floor also houses classroom 110.

The second floor houses the College Library. Maintaining convenient hours, the Library provides students with knowledgeable staff and resources necessary to complete projects and conduct research.

The second floor also houses classrooms and a science lab for the anatomy, physiology, chemistry and biology classes. Just beyond the science lab is Second Floor South, which houses the Center for Teaching Excellence (CTE) and the skills laboratory and classroom for the Physical Therapist Assistant program.

The Center for Teaching Excellence (CTE) was established in 2008 to support teaching and learning at Clarkson College by assisting faculty and academic programs in their continued pursuit of course improvement and student learning. CTE manages and coordinates instructional design, faculty development, online education, diversity and institutional effectiveness services for faculty and academic program needs.

The third floor provides the College with a multipurpose area that can quickly be configured as two large rooms or three areas for instruction, activities or workshops. The third floor also houses the College computer lab and Information Technology offices.

As of Fall 2019 the fourth floor houses a renovated Simulation and Skills Lab.

Clarkson College faculty offices, Director of Undergraduate Nursing, Assistant Directors of Undergraduate Nursing, Director of Doctor of Nursing Practice, Director of Radiography and Medical Imaging and Assistant Director of Radiography and Medical Imaging are located on the fifth floor.

The sixth floor of the College houses the administrative offices of the President, Vice President of Academic Affairs, Vice President of Operations, Dean of Nursing, Director of Graduate Nursing, Community Health and Interprofessional Education Director, Director of Doctor in Health Care Education & Leadership, Director of Health Care Business, Director of General Education, Fiscal Services, Human Resources, Marketing and Alumni Relations.

Safety & Security

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Campus Security

Clarkson College adheres to the regulations of the Student Right-To-Know and Campus Security Act of 1990. The College provides security services for all areas of the College campus, including the Residence Hall.

Students, faculty and staff are to report criminal actions and other emergencies occurring on campus to UNMC Security. Security notifies the state and local police agencies when appropriate and maintains records of all criminal offenses. Programs each year are presented for students, residents of the College Residence Hall, faculty, staff and employees on the topics of self-defense, contacting Security and reporting crimes. Statistics concerning the occurrence of criminal offenses reported to Security are published each year in September. Additional information, including crime statistics, safety tips and crime reporting procedures, can be found online at https://info.unmc.edu/safety/campus-security/index.html.

Clarkson College Security is provided in cooperation with UNMC Security department. Call Security at any time for your security concerns, but also follow up by informing the Facilities Department about any security issue. Security's phone number is 402.559.5111.

Emergency blue light stations are located in Clarkson College Parking Lot 12, by the gate into the courtyard, in between student parking lots 51 and 52 and in the alley by the Family Medicine Building. The emergency lights are there for any security issues such as: your car is not starting, locked car, suspicious person in the parking lot or by the College, any immediate dangers or threats, etc. Steps to use the emergency blue lights:

1. Push large red button
2. Light will turn on indicating that your call is being transmitted
3. Light will turn on indicating the call is received
4. Speak into the machine to explain the reason for the call
5. Security will respond immediately

Classroom Lock-Down Instructions

1. Lock classroom door.
2. Close shades.
3. Stay quiet and away from windows.
4. Call 911 and Security 402.559.5111 immediately.
5. If you hear a gunshot, keep down and shield behind furniture.

6. Do not leave until released by Security.

Armed Intruder (Shooter on Campus)

Profile & Characteristics of an Armed Intruder An armed intruder is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

- Victims are selected at random.
- The event is unpredictable and evolves quickly.
- Law enforcement is generally required to end the event.

What to do if an Armed Intruder is Announced in Your Vicinity

Run

- Have an escape route and plan in mind.
- Leave your belongings behind (except for your cell phone).
- Keep your hands visible.

Hide

- Try to hide out of the shooter's view.
- Block entry to your hiding place, turn off lights and lock the doors.
- Silence your cell phones and/or pagers.

Fight

- As a last resort and only when your life is in imminent danger!
- Make a plan with others in the room about what you will do if the shooter enters.
- Attempt to incapacitate the armed intruder and do whatever is necessary to survive the situation.

When Law Enforcement Arrives

- The priority of the first responders will be to identify the shooter. Law enforcement will need to ensure that you are not the shooter.
- Do not scream, yell, point or wave your arms.
- Do not hold anything in your hands that could be mistaken for a weapon (including cell phones).
- Be quiet, cooperate and follow directions.
- Show the officers your empty hands and follow their instructions.
- When it is safe to do so, you will be given instructions as to how to safely exit your location.

If You're Outside when a Shooting Occurs

- Drop to the ground immediately, face down as flat as possible. If within 15 to 20 feet of a safe place or cover, duck and run to it.
- Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from law enforcement personnel.

Educate Yourself in a Shooter Situation

Armed Intruder Training Video: https://www.youtube.com/watch?v=5VcSwejU2D0

Other videos on the subject can be found on the UNMC intranet Campus Security https://info.unmc.edu/safety/campus-security/tips-training/training-videos.html

Fire Safety

Students, faculty and staff should develop an awareness of fire hazards and should practice safety precautions. When the fire alarm sounds, everyone should evacuate the building using the stairways. The stairways at Clarkson College are located on the east side of the building and behind the elevators. The stairways can be approached by going down the hall on the north and south sides of the elevators. The elevators should not be used during a fire evacuation.

Fire/Smoke Evacuation:

- R – Rescue people in immediate danger
- A – Activate the fire alarm and call Security: 402.559.9511
- C – Contain the fire by closing all doors
- E – Evacuate or extinguish if you can safely and quickly

Do not run. Do not re-enter building until told by Fire Department or Security. Floor Leaders and Residential Assistants will assist in accounting for all individuals.

Incident Reporting

If a student is involved in an accident, defined as a fall or incident requiring medical or non-medical attention, proper documentation of the incident must be made and a report must be filed with the proper authorities where the incident occurred.

1. **On Campus Incident:** If the incident occurs on campus, the incident should be reported to the Facilities Department.
2. **Clinical Incident:** If the incident occurs at the clinical setting, the agency will provide medical care and/or will arrange transportation to receive medical care. An

incident report should be completed, by the student and instructor, per the clinical agency policy.

Inclement Weather

If the weather is severe and threatens the safety of students coming to the College, a decision by Administration may be made to close the College or delay a start time. In the event of such conditions, the following media stations will be notified:

- All Clear Channel stations: Flagship station: KFAB (1110 AM)
- All Waitt Radio Stations: Flagship station: KQKQ (98.5 FM)
- All Journal Broadcasting Stations: Flagship station: KSRZ (Star 104.5)
- KMTV Channel 3
- KETV Channel 7
- WOWT Channel 6
- KPTM Fox 42

Many of these stations also have information posted on their website.

Other methods of communication include:

1. Closures will be on the College Weather Information Line at 402.552.6110.
2. Closures will also be posted on the Clarkson College website and any social media utilized by the College.
3. An e2Campus notification will be sent to everyone who has registered to receive messages.

Students who are unable to attend classes because of bad weather when the College is not closed should notify their instructor. If assigned to a clinical rotation, students should also notify the personnel at the clinical site. If the faculty member is not present at the clinical site during bad weather but the students were able to get there, they should stay until College personnel contact them with instructions. Please check with your clinical faculty for other specific contact instructions under these scenarios.

Tornado Watch & Warning Plan

UNMC Security will notify the College in the event of a tornado watch or warning. A member of the Library staff will telephone the designated points of contact as messages are received from The UNMC Security and announce the warning over the PA system.

Tornado Watch

When a tornado watch is issued, it means conditions are right for the development of a tornado.

1. Floor Leaders are called with an impending emergency notice and will alert all individuals on each floor of the tornado watch.
2. Each individual is responsible for lowering their blinds, preparing to save work and turning off any computer equipment.

3. **Tornado Warning:** When a tornado warning is issued, it means a tornado has been sighted or indicated on radar. Take shelter immediately.

Main Building

1. Each individual is responsible for closing the doors upon leaving their office/room, if there is time.
2. Do <u>not</u> use elevators. Use the stairwell marked "Tornado Exit" to avoid the first floor lobby area.
3. First, third & fifth floors exit through the north-side stairwell, adjacent to the men's restroom.
4. Second, fourth & sixth floors exit through the south-side stairwell, adjacent to the women's restroom.

Residence Hall

1. Each individual is responsible for closing the doors upon leaving their office/room, if there is time.
2. Use the Stairs, and go immediately to the Storm Shelter in the Lower Level of the Residence Hall. An alternate shelter for individuals in the Student Center is the storage area in the College Bookstore.
3. Have a tornado buddy. Make sure your "buddy" evacuates with you.
4. If a tornado warning is issued, or if you hear a tornado siren, every person in the Student Center should immediately take the stairs and proceed to the Storm Shelter in the Lower Level of the Residence Hall. An alternate shelter for individuals in the Student Center is the storage area in the College Bookstore.

e2Campus Notification System

Clarkson College, in collaboration with UNMC security, provides notification through the e2Campus system. e2campus is used to communicate information to the College community quickly.

The e2Campus Notification System requires students to pre-register in order to receive this service. Students can register by creating an account through Self-Service. Go to "Self-Service," located under the Current Students section of the College website, and click on the e2Campus link under "Students" to complete the registration information. The selective mass communications platform, which is aimed at improving safety on campus, enables the rapid delivery of messages via:

1. Mobile phone (SMS text message).
2. E-mail (personal or school account).
3. Campus text pager or Blackberry device.

Please use your Clarkson College email address as your Username.

Clarkson college and campus security can issue an immediate notification to everyone who is registered

Service League Library

Guided by the Mission of Clarkson College, the Clarkson Service League Library supports the curriculum needs of Clarkson College students, faculty and staff by providing access to scholarly resources and quality services. The collection includes a wide variety of print and electronic journals, books and research databases. Access to resources is available off-campus from any internet-enabled computer. The Library also provides a variety of services to support the information needs of our users such as interlibrary loan, information literacy instruction, and one-on-one reference assistance. In addition to the collection, the Library houses computers, printers, copiers and two group study rooms are available for reservation.

Research

In fulfilling its Mission, the College actively supports and encourages scholarly activity and research. Members of the Clarkson College community or members of the scientific community wishing to conduct research within Clarkson College are to contact the chair of the Clarkson College Institutional Review Board.

Science Laboratory

The newly renovated Science Lab accommodates areas for chemistry, microbiology, physiology and anatomy to support the general education science curriculum. It allows students to gain valuable, hands-on experience with the subject matter. Each semester, designated open lab hours are established to allow students flexibility in completing required coursework.

Interprofessional Learning Center

Nursing Skills Lab

The Nursing Skills Lab is designed to provide realistic, hands-on practice for students in an area that simulates a variety of realistic medical facility environments. There are numerous resources available to facilitate group or individual learning. The south end of the lab features eight patient care cubicles arranged to simulate semi-private hospital rooms equipped with items necessary for direct nursing care.

The north end of the lab has two patient care cubicles arranged to simulate one-bed hospital rooms, a pediatric examination room, an adult examination room, a gynecological examination room, five mobile workstations and a conference area. The classroom contains a video viewing conference area and a computer workstation.

Students using the lab will have access to realistic mannequins and models allowing them to practice skills needed in today's advanced health care setting. Designated open lab hours are established to allow students to complete required coursework and additional practice. Qualified faculty is available to assist students in practicing skills.

Simulation Labs

The cutting-edge simulation labs allow students to manage hypothetical patient cases using digitally enhanced mannequins that mimic real-life human health conditions.

Located on the fourth floor, the 375 square-foot facility includes two fully-equipped patient room where students can practice procedures such as intravenous line insertion, breathing tube insertion and medication administration; a control room where instructors can manipulate the mannequins by raising their blood pressure or even sending them into cardiac arrest; and a debriefing room where students and their instructors will gather to review and analyze a video recording of how the students reacted to the patient cases.

The simulation labs also house high-tech, computerized adult and child tetherless mannequins that mimic real patients and are able to talk and respond to the students. These life-like mannequins are controlled remotely by instructors who can make them cry out in pain, move about and even react to a student's touch. They exhibit symptoms of minor or major injury, as well as mild to life-threatening diseases—almost anything clinical staff might see in live patients.

Physical Therapist Assistant Skills Lab

The Physical Therapist Assistant Skills Lab provides students with an opportunity to practice a variety of clinically related patient intervention techniques. Students have access to an assortment of therapeutic equipment reflective of the current practice of physical therapy. Lab time is scheduled as part of the curriculum and reserved lab hours can be established to allow students to complete required coursework and additional practice.

Radiography Energized Skills Lab

The Radiography Lab suite contains a classroom; two x-ray rooms, one of which is energized; a darkroom and a film library. The energized x-ray room is lead-shielded and the viewing window is constructed of leaded glass for student safety. The energized x-ray machine is capable of performing digital fluoroscopy and diagnostic examinations. Two methods of image acquisition are offered. A fully functional darkroom is available for film processing and a CR reader and imaging plates are available for digital acquisition. Completing the digital imaging chain is a quality control workstation and PACS workstation for image manipulation and storage. An energized mammography machine, portable x-ray machine and C-arm are also located within the suite to facilitate student learning.

Nurse Aide Center

Nurse Aide and Medication Aide courses are provided in a classroom-skills lab suite. This facility—located in the lower level of the main College building—offers students the ability to learn as they practice skills needed to provide high quality patient care.

Student Center

The Student Center enriches campus life for students. Students can socialize in the open study space, visit The Bookstore or seek academic, career guidance, free tutoring or counseling services in the Success Center. Computer access is available and study areas for study collaboration. The Student Center also has wireless capabilities for laptop use in this area. The Student Center also offers student meeting and recreational space for events and intramurals in Howard Hall.

Student Housing

The apartment-style Residence Hall is conveniently located on campus and provides a greater community connection with other students. Each apartment has four private, furnished bedrooms; two private baths with double vanities; and a spacious, fully-equipped kitchen with dining/study counter. The Residence Hall has 24-hour staff and front desk services and each of the 35 apartments has controlled entry. The Residence Hall, which houses up to 110 students, also offers free laundry facilities, group study areas and wireless Internet for its residents. Each apartment is also set up for Internet and cable access in each bedroom and living room. Our Resident Assistants (RAs) and onsite Resident Director (RD) encourage student involvement and activities and assist the on-campus residents in a living and learning environment.

Website

The website for Clarkson College is located at ClarksonCollege.edu. The website contains detailed information about programs and courses offered by the College and online academic catalog as well as admission requirements, applications, forms, directories and contact information. Other features include: calendar of events, schedule of classes, Bookstore and link access to Canvas (Learning Management System), Self-Service, Library databases and e-mail accounts for students, faculty/staff and alumni. Tools for searching our website and navigation include: Search Clarkson College, drop down main menu and site map. Students are also able to follow Clarkson College on Facebook, Twitter, Linkedin, Instagram and Youtube.

Campus Services

Bookstore

Phone: 800.325.3252
Web: bncvirtual.com/clarksoncollege

Clarkson College partners with Barnes and Noble College to provide a convenient, online bookstore for students. Required and optional books are available for purchase at least three weeks prior to the start of classes.

If you are eligible to use financial aid to pay for your textbooks, a voucher code will be sent to your student email account when the bookstore opens. The final order amount will be transferred to your Clarkson College student account.

Bulletin Boards

A variety of flyers are posted near the elevators and on bulletin boards throughout the College. Job postings and career information are found on the Success Center bulletin boards and on the College website.

*All items posted on bulletin boards are subject to College rules on posting and must be approved by the Director of Facilities.

Childcare

Nebraska Medicine operates a daytime childcare facility called The Family Place. The Family Place is located on the Clarkson College campus next to the main building. Information about hours, cost and the curriculum can be obtained by calling 402.552.2375.

Accommodations

Clarkson College is committed to providing equal access to educational opportunities to otherwise qualified persons with disabilities. The Americans with Disabilities Act (ADA) (as amended, 2008) defines a person with a disability as any individual who: 1) has a physical or mental impairment that substantially limits one or more major life activities, 2) has a record of such an impairment, or 3) is perceived by others as having such an impairment. In this commitment, the College will provide reasonable accommodations to otherwise qualified individuals provided these accommodations do not: 1) fundamentally alter the nature or operation of the programs, services, or activities at the College, 2) cause undue burden to the College, or 3) pose a direct threat to the health and safety of others.

Procedure for Students Seeking Accommodations

The student must initiate the process of requesting accommodations by contacting the Accommodations Coordinator via email or phone at 402.552.2693 to schedule an intake interview. The student should bring to the intake interview any documentation he/she has related to his/her disability and previous accommodations (if applicable). The Accommodations Coordinator may request additional documentation to assist in determining reasonable accommodations depending on the situation.

If a student does not have any documentation, the student is still encouraged to contact the Accommodations Coordinator to schedule an intake interview. During the intake interview, the Accommodations Coordinator will then determine what documentation, if any, is needed. Documentation is seen as a bridge between the student's self-report and the Accommodations Coordinator's judgement. When there is a gap in understanding, documentation is often needed to determine reasonable accommodations. Reasonable accommodations depend upon the nature and degree of severity of the disability. While the ADA requires that priority consideration be given to the specific methods/accommodations requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Implementation

Once the intake interview is completed and adequate documentation is received, the Accommodations Coordinator will determine eligibility for accommodations, and if eligible, what accommodations are approved. This will be communicated to the student, and if accommodations are approved, the student will receive a Statement of Eligibility (SOE) documenting his/her approved accommodations. With the student's permission, through a signed Release of Information, the Accommodations office will send, at the beginning of each semester, an outline of approved accommodations to faculty of courses the student is enrolled in. Concurrently, the student is strongly encouraged to initiate communication with his/her faculty. If the student has been deemed ineligible for accommodations, the student may appeal this decision by contacting the Accommodations Coordinator who, in turn, will forward this appeal request to the Accommodations Committee.

If the student needs any changes in accommodations or wants to discontinue accommodations, he/she must contact the Accommodations Coordinator immediately via email or by phone at 402.552.2693.

Timelines for Accommodations

Accommodations are varied, and therefore, the amount of time required to provide accommodations to students also varies. Given that, the following guidelines were established to inform students of the amount of time it may take to arrange for one or more accommodations.

- Generation of Statement of Eligibility (once all documentation is received): **3 business days**
- Notification to faculty of approved accommodations (if accommodations approved prior to the start of the semester): **By first day of class**
- Notification to faculty of approved accommodations (if accommodations approved after the start of the semester): **3 business days**
- Testing in an alternative location: **3 business days**
- Providing note taking services: **2 weeks**
- Exam reader or scribe: **2 weeks**
- Modification of classroom facilities: **2 weeks**
- Modification of classroom materials: **5 weeks**
- Sign language interpreter services: **6 weeks**
- Assistive technology: **6 weeks**
- Textbooks in alternate format: **8 weeks**

Confidentiality

The disclosure of any disability is considered confidential and will be treated in accordance with the Family Educational Rights and Privacy Act (FERPA). Information released to other College employees will be done on a need to know basis and only after the student has signed a Release of Information form.

Fitness Room

Clarkson College students, staff and faculty members have access to a fitness room, located on the first level of the Residence Hall.

Identification Badge

An identification (ID) badge is issued to all Clarkson College students. This badge can be used as identification in patient care areas, to check out books from the library, allow access to the Student Center, the main building lobby door and the third floor Computer Lab during non-business hours. Non-business hours are after 4:30 p.m. Monday through Friday, Saturday and Sunday, as well as holidays. Students can call the IT Help Desk at (402) 552 3911 to schedule an appointment to have an identification photo taken. There is a replacement charge for lost ID badges.

Lost and Found

Lost and Found is located in the Library on the second floor of the main building.

Notary Public Service

Notary public service is available during normal office working hours. Please contact Sharon Mantz at 402.552.6206 or Daniel Wojtalewicz at 402.552.2586 for more information.

Parking

Students may use the parking lots designated for students if they have a valid parking decal displayed on their car. The parking decal can be obtained at the UNMC Parking located at 40th and Emile Streets, Monday–Friday, 8 a.m.–4:30 p.m. A copy of the Parking Rules and Regulations and a map of the parking lots can be obtained from Parking Services. Violations of the rules can result in a ticket or the car being towed at the owner's expense.

Parking spots identified for Clarkson College visitors are for visitors only. All other cars parked there are subject to being ticketed or towed at the owner's expense.

Printing on Campus

In an effort to reduce environmental and financial costs associated with excessive printing, Clarkson College launched PaperCut in summer 2016. This online print and copier management solution provides each student at Clarkson College with an account that manages your total print jobs, account balance and more.

How does PaperCut work?

Your PaperCut account will start each semester with a $10 balance. The following cost breakdown shows how many sheets you can print with $10.

Black & White

- $0.05/page (200 pages/semester)
- $0.06/duplex (up to 332 pages/semester)

Color prints

- $0.10/page (100 pages/semester)
- $0.12/duplex (up to 166 pages/semester)

What happens when I run out of printing credits?

If you use all of the $10 credit, you can purchase a PaperCut print card for $10 from the Student Services Suite or the Library during business hours. Once this card is redeemed on PaperCut.clarksoncollege.edu, you will have additional funds added to your account.

Student Services Suite Hours

Hours: Monday–Friday, 7:30 a.m.–4:30 p.m.
Location: First floor, main building
Phone: 402.552.3100 or 800.647.5500
E-mail: studentaccounts@clarksoncollege.edu

Library

Hours: Monday–Thursday from 7:30 a.m.–8 p.m.
Friday from 7:30 a.m.–5 p.m.
Saturday from 9 a.m.–5 p.m.
Sunday from 1–8 p.m.
Location: Second floor, main building
Phone: 402.552.3387 or 800.647.5500
E-mail: library@clarksoncollege.edu

How do I login to my PaperCut account?

Each time you log in to a computer on campus, a pop-up box will appear to show your current print balance as seen here. Printing balances can also be checked at papercut.clarksoncollege.edu.

What happens if I don't have enough credits to print a particular job?

If your print job requires more credits than you currently have in your account, a warning message will pop up and you will be required to purchase more credits before the job will print. These can be purchased from the Student Services Suite or Library.

How do I purchase additional credits for printing on campus?

Additional credits may be purchased during business hours (7:30 a.m. - 4:30 p.m.) in the Student Services Suite located on the first floor of the main building or in the Library. Payments may be made by cash, check or debit/credit card (Student Services only). For questions, call Student Accounts at 402.552.6188.

After 4:30 PM you may purchase additional credits on-line through the College payment page following the steps below:

1. Visit the Current Student section.
2. Click the Make a Payment link.
3. Click View Details next to the Paper Cut card option from the selection provided.
4. Fill in Student Name and click Add to Basket.
5. Click Checkout.
6. Enter credit card information in pop-up window (If you have a pop-up blocker on, select "always allow pop-ups from this website" then click "retry")
7. Click Continue to Checkout
8. Either email receipt to Library@clarksoncollege.edu, or have the receipt on hand when you come to get the card.
9. Pick up Paper-Cut card in the Library, located on the second floor of the main College building

A lost card cannot be replaced; a new card must be purchased.

If I don't spend all of my credits in one semester, will they transfer over to the next semester?

At the start of each semester, the College will deposit $10 into your PaperCut account. If you do not use all $10, the remaining balance will not transfer over the following semester.

If you purchased additional credits via a PaperCut Print Card, these funds will carry over each consecutive year that you are a student.

If I don't spend all of my printing funds, can I be refunded for the balance?

Refunds will not be issued for unused credits.

Do you have additional questions?

Call the Clarkson College Help Desk at 402.552.3911.

Copy Machines

Copy machines for student use are located in the library. Conveniently located near reserve and journal collections, students may easily obtain copies of the outside readings required by faculty.

Student Center ATM

Clarkson College students, staff and faculty members have access to an ATM machine located on the lower level of the Student Center by the Community Lounge.

Student Center Mailboxes

All residential Clarkson College students receive a mailbox, located in the Student Center first level. The Residence Hall Director will assign mailbox keys to residential students at the time they move in.

Student Health Services

Clarkson College, in partnership with Clarkson Family Medicine, offers Student Health Services for enrolled Clarkson College students. Provided the proper procedures are followed, Clarkson College will cover the cost of your insurance co-pay or up to $50 for an out of network office visit. This service is intended to provide students with access to acute health care services in a convenient manner and location. Acute health care services do not include additional lab tests, procedures or X-rays. These types of additional services will be the financial responsibility of the student and/or their parents.

1. Call Clarkson Family Medicine at 402.552.3222. They will make every effort to see students on a same day basis. Office hours are 8 a.m.–5 p.m. To reach a physician after hours or on weekends, call 402.552.3222. Your call will be referred to a physician on call.
2. Before leaving for your appointment, be sure to have your insurance card with you. If you do not have your insurance card, you will be responsible for all expenses incurred during your appointment; otherwise, you will need to reschedule for a time when you can present your insurance card.
3. Go to Clarkson Family Medicine at your scheduled appointment time.
4. Present your insurance card and fill out any patient information that is required. Following these steps, a physician will see you.
5. After your appointment, Clarkson Family Medicine will automatically bill your insurance company for the portion of the visit that your insurance company will cover. Clarkson Family Medicine will automatically bill Clarkson College for the co-pay or out-of network expense for your office visit.

Please remember that Clarkson College will only be financially responsible for services that are acute care.

Student Acute Health Services include:

- Urinary tract symptoms (burning, frequency, fever, etc.)
- Trauma (joint sprain, head injury, laceration)
- Chest pain
- Acute asthma
- Heart irregularity
- Fainting

- Fever, vomiting, diarrhea
- Request to speak to a R.N. or Medical Assistant
- New headache
- Ear ache
- New abdominal pain
- Nose bleeds
- Difficulty breathing
- Visual changes
- Dizziness
- Sudden weakness of extremities
- Conjunctivitis ("Pink Eye")
- Rash

Acute Health Services do not include additional lab tests, procedures or X-rays. These types of additional services will be financial responsibility of the student and/or parents.

Telephones

There are several phones available for internal use located in various areas. Dial *9 to get an outside phone line.

Academic Policies & Procedures

This section lists all of the official academic policies and procedures pertaining to Clarkson College students. The academic policies are provided to ensure a quality education and equity. For additional information, you may go to the Registrar section of our website.

Academic Integrity (Policy SW-25)

Students at Clarkson College are expected to be honest and forthright in their academic endeavors. The College's mission includes the expectation of high standards in ethical behavior as well as in scholarship. Academic integrity is an integral component of the College's mission and values. The College seeks to foster respect (for self and others), truth in honest achievement and positive relationships among stakeholders in our academic community.

Academic dishonesty includes any form of cheating and/or plagiarism which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work that is not their own. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and demean the educational environment for all students.

Definitions of academic dishonesty include, but are not limited to:

1. *Fabrication:* Making any oral or written statement, which the individual knows, or should have known, to be untrue. Examples of fabrication include, but are not limited to, the following actions:

a. Making a false statement to faculty, Clarkson College employee(s), fellow students or clinical agency personnel.

b. Altering records or other academic materials.

2. *Cheating:* Giving or receiving, offering or soliciting information on any examination, quiz, or other assignment, not authorized by the instructor. Examples of cheating include, but are not limited to, the following actions:

   a. Copying from another student's paper.

   b. Use of unauthorized aide/materials during examinations, quizzes or any other assignment.

   c. Collaboration with another student without instructor approval on any examination, quiz, nursing care plan, computer or laboratory work, or any other assignment. Collaboration includes the exchange of materials or ideas verbally or non-verbally.

   d. Buying, selling, possessing, soliciting, transmitting, or using any material purported to be the unreleased contents of any assignment, including examinations and quizzes.

   e. Bribery or solicitation of any person to obtain or to provide any information relating to examinations, quizzes or other assignments.

   f. Substitution for another person during an examination or quiz.

3. *Collusion:* Working together with another person with an "illegal" or "deceitful" purpose in the preparation of work which an instructor expects to be accomplished on an individual basis.

4. *Plagiarism:* To steal or pass off the ideas or words of another as one's own, without crediting the source. Examples of plagiarism include, but are not limited to, the following actions:

   a. Quoting word for word from a source without using quotation marks, footnotes, reference, or bibliographic citation.

   b. Summarizing and paraphrasing ideas without acknowledging the source.

   c. Submitting work for credit which has not been written by the student, including, but not limited to material from an on-line source, papers written by another person, or buying a paper from a commercial source.

   d. Submitting, without prior permission, academic work that has been previously submitted in identical or similar form.

5. *Failure to Report:* When behavior suspicious of an Honor Code violation is not brought to the attention of the faculty for investigation.

6. *Misrepresentation:* Providing false information to an instructor concerning an academic exercise (Hollinger & Lanza-Kanduce, 1996). Examples of misrepresentation include, but are not limited to, the following actions:

   a. Giving a false excuse for missing an examination, quiz, or assignment deadline.

   b. Falsely claiming to have submitted a paper or assignment.

7. *Sabotage:* Consists of actions that prevent others from completing their work" (Stern & Havlicek, 1986). Examples of sabotage include, but are not limited to, the following actions:

   a. Disturbing someone's lab experiment or project.

   b. Moving materials from a reserved reading file so that others cannot use them.

Faculty Responsibility:
Because academic honesty is of vital concern to the faculty and because each discipline may raise its own specific set of issues, all faculty members are required to discuss the issue of academic integrity in their classrooms and to explain how the College policy applies in each of their courses. Faculty who have specific outcomes/consequences for incidences of academic dishonesty related to specific assignments in their courses are strongly encouraged to provide this information to their students within the course syllabus.

Student Responsibility:
At a minimum, the College expects the student to complete any assignment, exams, and other academic endeavors with the utmost honesty, which requires the student to:

- Acknowledge the contributions of other sources to their scholastic efforts
- Complete assignments independently unless otherwise instructed
- Follow instructions for assignments and exams, and observe the standards of academic discipline
- Avoid engaging in any form of academic dishonesty on behalf of the student or another student
- Ask the faculty if there are any questions regarding academic honesty

Students found guilty of violating the Academic Integrity policy may face academic sanctions by the faculty for the course. Possible sanctions faculty may impose include, but are not limited to the following:

- Loss of credit on the assignment/exam
- Have the student redo the assignment
- Lower the student's grade for the assignment
- Lower the student's grade for the course
- Fail the student in the course

Procedure:

Academic Integrity Violation Procedure

Incidents of academic dishonesty will not be tolerated and students suspected of such conduct are subject to disciplinary measures as outlined below. Faculty and students involved in the academic integrity issue will be held to the strictest guidelines of confidentiality in all matters pertaining to the issue.

Step 1: The faculty member notifies their program director (or designee) of the alleged academic integrity issue, including evidence. The faculty member must complete the Academic Integrity Conference Form. The burden of proof rests with the faculty.

Step 2: Faculty contacts the student regarding the alleged violation to the Academic Integrity policy and schedules a meeting with the student to take place within five (5) business days * of when the occurrence was identified. The faculty advises student to bring all supporting evidence to the meeting with the faculty related to the alleged academic integrity issue.

Step 3: Faculty discusses the issue with the student, and the student completes and returns Part II of the form to faculty within one (1) business day * of the meeting, attaching any additional evidence as needed.

At the meeting, the faculty member documents what disciplinary actions will be taken. Disciplinary action will be at the discretion of the faculty. Faculty informs student of their right to due process and timeline.**

Step 4: Faculty member will write a summary letter of the incident. The faculty member then forwards a copy of the Conference Form along with the summary letter and all supporting evidence to those designated on the bottom of the form.

If the student fails to meet with the faculty member within the aforementioned deadline or return the form with signature within one (1) business day *, **the standing decision is final**.

Step 5: Upon completion of the Academic Integrity Violation Procedure, the VPAA will forward the appropriate completed documents to the following people:

1. Program Director and Academic Advisor-Academic Integrity Conference Form with supporting evidence and Sanction letter from VPAA
2. Registrar-Sanction letter from VPAA
3. Student-Sanction letter from VPAA

Step 6: The office of the VPAA will maintain a record of student violations to the Academic Integrity policy and make appropriate sanctions to students who are found to be in repeated violation of the Academic Integrity policy. In addition, the VPAA will review and track issues of academic integrity, and report data and trends of academic integrity to the college community.

Step 7: The faculty will refrain from assigning a final course grade for the student until the academic integrity issue is resolved. If the course concludes before resolution, the faculty will assign a grade that reflects faculty's decision post-violation, which will align with the Results section of the Academic Integrity Conference Form. Note that, in the event of an overturned violation due to appeal, a grade change form must be submitted within one semester following completion of the course.

Sanctions

In the event a student is found guilty of violations to the Academic Integrity Policy, the VPAA will provide documentation to the student regarding their level of violation:

First violation: Warning

- The office of the VPAA will send a letter to the student informing them of the Academic Integrity violation and possible consequences of future violations to the policy.
- At this level, the student must meet with the program director to discuss the Academic Integrity policy and remediate as appropriate.
- The program director must document what remediation was given.
- If the violation is substantiated, the student is not eligible for the Academic Excellence Award.

Second violation: Academic Integrity Probation

- The office of the VPAA will send a letter to the student informing them of the Academic Integrity violation and possible consequences of future violations to the policy. The office of the VPAA will notify the Registrar.
- The student is placed on Academic Integrity Probation.
  - A student is placed on Academic Integrity Probation for their second violation to the Academic Integrity Policy. A notation is placed in the student's file to serve as an alert to the student that their academic behavior is unacceptable and to impress upon them the importance of giving serious attention to their academic integrity behavior in order to continue to be a student at Clarkson College.
  - The student will remain on Academic Integrity Probation until graduation.
- At this level, the student must meet with the program director to discuss the Academic Integrity policy and remediate as appropriate.
- The program director must document what remediation was given.

Third violation: Dismissal from the College

- The office of the VPAA will send a letter to the student informing them of the Academic Integrity violation and dismissal from the College.
- Three violations to the Academic Integrity policy will result in the student being dismissed from the College by the VPAA.

Due Process

Academic integrity issues should be resolved at the lowest level possible. However, when a student disagrees with a faculty member regarding the issue of academic integrity, the student has fourteen (14) business days * to submit an appeal in writing to the VPAA. The VPAA will convene an Academic Integrity Appeals Committee to review the appeal within fourteen (14) business days * of the request. If the student fails to meet the above deadline for appealing a decision, the standing decision is final.

Academic Integrity Committee

The Academic Integrity Committee's purpose is to serve as an appellate board. The membership of the Academic Integrity Committee will consist of the following: the Vice President of Academic Affairs (VPAA) and the Vice President of Operations (VPO) will be the co-chairs and non-voting members of the Academic Integrity Committee. The co-chairs will de-identify the dispute to maintain confidentiality. The co-chairs will convene six (6) members of the academic community for the Academic Integrity Committee. The co-chairs convene administration, faculty, and students that are deemed to not have any conflicts of interest with regards to any part of the dispute. Members of the Academic Integrity Committee will be held to the strictest guidelines of confidentiality in all matters pertaining to faculty and students. The committee will consist of the following:

- 1 academic dean or program director/coordinator selected by the co-chair who is outside the student's major or minor

- 2 faculty members selected by the Faculty Senate President who teach outside the student's major or minor and who have had at least two full time semesters' employment;
- 3 students selected by SGA who are enrolled outside the student's major or minor and who have earned at least 24 semester hours at Clarkson College

Committee Procedures:

- Once the committee is convened, all evidence submitted by the respective faculty member and student will be provided by the co-chair.
- Upon reviewing the evidence, each committee member will submit a confidential ballot to the co-chair indicating a substantiated or unsubstantiated vote.
  - Substantiated/Yes: faculty evidence supports the academic violation charges brought upon the student
  - Unsubstantiated/No: faculty evidence is not sufficient to support the academic violation charges brought upon the student
- The outcome will be decided by a simple majority
- In the event of a split decision among the committee members, the student will be considered innocent.

The Academic Integrity Committee's decision is final. There is no appeal to this process.

The student's program director, course program director and/or dean, and faculty will be notified of the decision of the Academic Integrity Committee by the chair within five (5) business days * of the decision. The chair of the committee will notify the student of the decision of the committee by certified letter.

*Not including holidays and/or semester breaks

**If Academic Integrity violations occur within one week of graduation, the VPAA will design an appropriate due process timeline.

Academic Probation (Policy AA-20)

Students must maintain satisfactory academic status as defined by the Cumulative Grade Point Average (CGPA) identified below. A student who fails to maintain a satisfactory academic status will be placed on Academic Probation. "Academic Probation" will appear on the student's transcripts for the appropriate semester.

Undergraduate students must have a 2.0 CGPA to maintain satisfactory academic status. A student who fails to maintain a 2.0 CGPA after attempting 12 hours of credit at Clarkson College will be placed on Academic Probation for a period not to exceed one year. If the CGPA is not re-established to at least 2.0 by the end of that time, the student will be dismissed from the Academic Program.

Graduate students must maintain a 3.0 CGPA for successful completion of the program of study. A graduate student with a CGPA of less than 3.0 after attempting six (6) hours of credit will be placed on Academic Probation for a period not to exceed one year. If the CGPA is not re-established to at least 3.0 by the end of that time, the student will be dismissed from the Academic Program.

Procedure:

1. Student will receive a letter from the Registrar's Office regarding the academic probation status.
2. Programs will place probationary students on educational contracts to monitor progress.
3. Academic probation will be removed once the student has reached the threshold CGPA.

Academic Travel Abroad Release (Policy SW-11)

All students participating in a Clarkson College sponsored Academic Travel Abroad (ATA) trip will be required to sign an Acknowledgement & Release Form, along with any other designated ATA required documents.

Procedure:

All required documents must be completed for each ATA trip.

Acknowledgment and Release Form:

https://www.clarksoncollege.edu/default/assets/File/
AcademicTravelAbroadReleaseForm.pdf

Academic Year

Clarkson College offers day and evening courses throughout the year. Regular semester courses are organized into two 15-week semesters and one 12-week summer term. Accelerated term courses are organized into six-week terms. Classes of various durations may be offered during each semester to facilitate earning a degree.

Access to Campus Facilities (Policy SW-28)

Students, faculty and employees of Clarkson College have access to most facilities on campus. However, certain classrooms and departments are open only to those who require access to them. Clarkson College allows after-hour access to campus facilities for individuals who have been assigned a key card. Clarkson College has a Residence Hall that has access only for residential students and faculty who office in the residence Hall.

Procedure:

Assigning of Key Cards:

- Key Cards are assigned to faculty and staff by UNMC Card Access Services.
- Key Cards are assigned to students by the Facilities Department.
- All key cards are activated by the Facilities Department.

Card Key Access:

- Our Main Building and Student Center are **secured** between the hours of 4:30 pm and 7:30 am Monday through Friday, and all day Saturday and Sunday.
- Our Residence Hall is **secured** at all times and only accessible by residential students and faculty who office in the Residence Hall.
- Specific floors, departments, and classrooms have card key access. Each access point may have individual hours, which may vary at different times of the year. In these cases, the areas will be secured according to schedules developed by the department responsible for that area.

Key Access:

- Employees are assigned keys for their specific office, department and classroom as needed.
- Residential students are assigned keys to their suite and bedroom.

Security Considerations used in the maintenance of the campus:

- All key cards and keys are generally inventoried on an annual basis.
- The key card system is monitored during business hours to ensure.
- A safety and security walk-through is conducted 2 times a year by students and staff to access any areas of concern. Any problem areas are assessed and responded to promptly.

Academic Related Activities and Travel Release (Policy SW-40)

Clarkson College values the multiple enrichment experiences that are offered and, in which, students will participate while enrolled in classes, school organizations, or College related student employment or scholarship programs. While participating in College related activities, students will be required to sign a student activity waiver form at the beginning of each academic year.

Students are expected to secure their own transportation to and from activities. Students are not allowed to transport any outside parties (i.e. clients, patients, or any individual they are working with) while participating in College related activities. Employees are advised not to transport students. In the event where a related College activity requires an employee to transport students, the College will provide transportation via a rental vehicle.

Procedure:

1. Students will complete the activity release form on the web upon enrollment and at the start of each academic year before fall registration.
2. An email will be sent to all enrolled students prior to fall registration requesting them to complete the activities release form.
3. The completed forms on the web will be automatically sent to the Registrar's Office and a copy will also be sent to the student.

4. The registrar's office will input that the Activities Acknowledgement & Release Form has been completed in Power Campus, and will put a stop in Self-Service if not completed.
5. A student will not be able to register for fall classes until the Activities Acknowledgement & Release Form and all other stops are completed.

Activities Acknowledgement & Release Form:

https://www.clarksoncollege.edu/activities-acknowledgement-release-form/

Admissions (Policy AD-1 and AA-57)

Director of Enrollment and Advising
Ken Zeiger

Admissions Office
101 South 42 Street Omaha, NE 68131-2739
PH 402.552.3100 TF 800.647.5500
admissions@clarksoncollege.edu

Clarkson College is selective and meeting all criteria for admission does not guarantee admission. Qualified applicants are admitted without regard to national or ethnic origin, gender, age, marital status, religion, race, color, sexual orientation, or creed or disability in the administration of its educational policies, financial aid or other school administered programs.

English Proficiency

Required of all applicants: Student must meet one of the following:

- Official TOEFL (Test of English as a Foreign Language) score (Minimum of 100 total score on the TOEFL iBT, minimum of 250 total score Computer-based TOEFL, or minimum of 600 total score on the paper-based TOEFL or score of 60 on the updated pBT)
- Official IELTS (The International English Language Testing System) total score of 7.5.
- ACT English score of 20 or higher
- Graduation from an accredited US high school or equivalent (GED)
- Associate's or higher level degree from an accredited US college or university

Procedure:

Undergraduate Degree-Seeking:

Applications are reviewed based on the following criteria:

- 2.5 Cumulative GPA on a 4.0 scale
- 2.5 Cumulative GPA for math and science courses
- Proof of graduation from an accredited US high school or equivalent

Undergraduate Applicants are not required to submit an ACT, SAT, or other standardized test score for admission to Clarkson College. We require some form of standardized testing from students who attend a high school outside the United States. Please visit the International Admissions page for details.

Additional admission requirements:

- Students who have completed the GED are reviewed with a score of 500 or above on each of the five GED tests.

- Students who have been home schooled must provide a copy of the letter from the state that confirms that the supervisor of their home school education has filed with the Department of Education regarding the home schooling of the student in addition to a copy of their home school transcript.

- All transcripts from high school and post-secondary institutions will be evaluated for "D"s, "F"s, no pass, withdrawals, and withdrawal fails.
- International Nurse Applicants are also required to submit documentation of successful achievement of the Commission on Graduates of Foreign Nursing Schools (CGFNS) qualifying examination.

- Applicants must be in good standing from previous institution(s) attended.

Undergraduate Application Materials Required for Degree-Seeking Students:

- Undergraduate Application and application fee.

- Transcripts: Official transcripts are required from high school and all postsecondary institutions attended or currently attending. Post-secondary institutions include college and universities, professional, technical and business schools regardless of . Transcripts from all institutions outside the US must be official, translated to English, and credentialed.
- Complete a typed 2-3 page motivational essay **OR** program specific application questions/essay.

Additional admission requirements for the following programs:

- **Physical Therapist Assistant** Associate's and Bachelor's Degree programs – PTA program specific application packet.
- **Radiography** – Radiography program specific application packet.
- **Traditional BSN** – BSN program specific application packet. Active status on a nurse aide registry. Applications may be reviewed for acceptance with proof of intent to complete a nurse aide course.
- **Medical Imaging –** Copy of current American Registry of Radiologic Technologists (ARRT) card.
- **Medical 3D Printing Specialist Certificate** - Copy of current American Registry of Radiologic Technologists (ARRT) card and 6 months of experience in CT/MRI/CI or a similar field or concurrently with an MI externship in CT, MR, CI, or VI.

- **LPN-BSN** – A current unencumbered LPN license in the US, its territories, or protectorates. License must be effective in the state where clinical experiences will occur.
- **RN –BSN & RN to MSN** – A current unencumbered state RN license (and APRN license, if applicable) in the US, its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.

<u>Graduate Degree-Seeking:</u>

Applications are reviewed based on the following criteria:

- 3.0 Cumulative GPA on a 4.0 scale

Students entering the Graduate Programs are reviewed based on the following application materials and requirements:

- Graduate Application for Admission and application fee.
- Official transcripts are required from all postsecondary institutions attended or currently attending. Post-secondary institutions include colleges and universities, professional, technical, and business schools regardless of whether or not credit was earned. Transcripts from all institutions outside the US must be official, translated to English and credentialed.
- Current Resume or curriculum vitae
    - **For MSN options:** Bachelor of Science in Nursing from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or *Commission on Collegiate Nursing Education (*CCNE).
    - **For Post-Graduate nursing options:** Master of Science in Nursing or higher from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or *Commission on Collegiate Nursing Education (*CCNE).
    - **For BSN to DNP options:** Bachelor of Science in Nursing from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or *Commission on Collegiate Nursing Education (*CCNE).
    - **For Post Masters DNP:** Master of Science in Nursing or higher from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or *Commission on Collegiate Nursing Education (*CCNE).

Additional admission requirements for the following programs:

Master of Science in Nursing:

- A current unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.
- Scholarly Essay
- Graduate Nursing Packet

Post-Graduate Nursing Certificate:

- Minimum Graduate cumulative college 3.0 GPA on a 4.0 scale
- A current unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.
- Scholarly Essay
- Graduate Nursing Packet

Masters in Health Care Administration:

- Baccalaureate degree from a regionally accredited institution for HCA. Master's degree or higher from a regionally accredited institution for post-master's certificate.
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay

BSN to DNP-Nurse Practitioner

- Minimum cumulative college 3.0 GPA on a 4.0 scale
- A current unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.

Additional Required Application Materials:

- Copy of RN license
- Scholarly Essay
- Graduate Nursing Packet

Post-Master's DNP

- Minimum cumulative college 3.0 GPA on a 4.0 scale from Master's degree or higher
- A current unencumbered RN and APRN license in the US, its territories, or protectorates. Licenses must be effective in the state where clinical or residency experiences will occur.

Prerequisite coursework:

- Graduate-level Statistics (can also be taken within first year of program)

Additional Required Application Materials:

- Copy of APRN license
- Official transcripts from all colleges / universities attended
- Scholarly Essay
- Graduate Nursing Packet

BSN to DNP-Nurse Anesthesia

- Minimum cumulative college 3.0 GPA on a 4.0 scale
- Minimum 3.0 GPA on a 4.0 scale for prerequisite coursework
- One year of full-time Critical Care Experience or its part-time equivalent
- A current, unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.
- Applicant must have achieved or be actively involved in the process of achieving a Bachelors of Science in Nursing from an accredited program. BSN must be complete by start of term.

Required Application Materials:

- Clinical Care Coordinator/Shift Supervisor reference
- Nursing Unit Director / Manager reference
- Copy of RN/APRN license
- Core Performance Standards form
- Critical Care Skills form
- Personal Statement
- Curriculum Vitae

Prerequisite coursework:

- Scholarly Writing
- Graduate-level Statistics

Interview: Required, if selected

Doctor in Health Care Education and Leadership:

- One year minimum work experience, preferably in the health care field
- Master's degree or higher from a regionally accredited institution.
- A formal Master's degree level scholarly paperwritten by the applicant

Prerequisite coursework:

- Graduate-level Statistics (can also be taken within first year of program)

International Applicants Admission and Requirements (Policy AD-2)

An international student applying for admission and requiring an I-20 (Certificate of Eligibility for Nonimmigrant Student Status) must complete Certification of Financial Responsibility (CFR) paperwork for student accounts prior to an application decision. Student must be admitted one month prior to the start of the term for processing. This form is built into the Salesforce (CRM) application checklist.

Qualifying on campus international students may be issued an and will need to provide supporting documentation from a bank or financial institution of the financial sponsor as outlined in the CFR. Clarkson College is not able to issue an I-20 for non-degree courses or programs that are online.

- Official transcripts are required from all educational institutions the student has attended or iscurrently attending. Transcripts from all institutions outside the U.S. must be official, translated to English and credentialed. You may choose from one of the following agencies to have your transcripts evaluated: World Education Services, International Education Research Foundation or Educational Credential Evaluators Inc.
- Transcripts will not be accepted unless they have been evaluated.

International Transcripts:

Regardless of citizenship status, any student with transcripts outside the United States must have those transcripts evaluated and translated to US standards. Official transcripts are required from all educational institutions you have attended or are currently attending. Transcripts from all institutions outside the U.S. must be official, translated to English and credentialed.

- A student may choose from one of the following agencies to have transcripts evaluated: World Education Services, International Education Research Foundation or Educational Credential Evaluators Inc.
- Transcripts will not be accepted unless they have been evaluated.

Non-Degree Seeking Students & Visiting Students

Students may wish to enroll in coursework without the intention of earning a degree from Clarkson College. Any person may register for and take courses offered at Clarkson College if that person fulfills the course prerequisites and selected requirements for admission. Proof of English proficiency as outlined for degree-seeking students is required.

Additional requirements include:

For undergraduate coursework: Proof of high school graduation, GED or current enrollment in high school.
For graduate coursework: Documented completion of an appropriate undergraduate degree.

Admission to Clarkson College as a non-degree seeking student does not guarantee later admission into a degree program. Application to a degree-seeking program may be requested at any time. All admission requirements must be met for acceptance.

Acceptance

Accepted students will receive an official letter of acceptance from Clarkson College along with an Admissions Confirmation form. To accept an offer of admission, the student must complete the Admissions Confirmation form and return it with a non-refundable enrollment fee. This fee reserves a student's place in the program.

The enrollment fee is requested within 30 days of admission notification.

Conditional Admission Status (Policy AA-57)

Applicants who do not meet all of the admission criteria outlined in AD-1 may be granted Conditional Admission Status.

Procedure:

Undergraduate

Students admitted under conditional admission status will remain conditional for two (2) consecutive semesters. During each semester, the following requirements must be met:

1. Enroll in their first semester and successfully complete General Education course, Strategies for Success; only students in online programs are eligible for the online section.
2. Students are only allowed to take a maximum of fifteen (15) credit hours/semester;
3. Students needing to enroll in BI 222 Anatomy/Physiology, BI 210 Microbiology, BI 211 Anatomy, CH110 Chemistry, or BI 213 Physiology may only enroll in one per semester.
4. Students will be enrolled in the recitation course corresponding to the science course they are enrolled for - (listed under number 3);
5. Earn at least a 2.0 Cumulative Grade Point Average at Clarkson College; and
6. Will not have any of the following end of the semester course grades: "D", "F", "WF", "NP" or "I".

The Registrar will track all conditionally admitted undergraduate students at the end of each semester. The Program Director and Registrar will review and determine if they may continue as fully admitted students. Upon evaluation by the program director at the end of the second semester, the student on conditional status may be removed from conditional status or students who do not meet requirements will be dismissed from the program of study.

Graduate

Graduate students admitted under conditional admission status must meet the following requirements:

1. Complete at least six hours of credit;
2. Earn at least a 3.0 cumulative Grade Point Average at Clarkson College.
3. Will not have any of the following end of the semester course grades "C". "D", "F", "WF", "NP".

The Registrar will track all conditionally admitted graduate students at the end of each semester of conditional status. The Program Director and Registrar will review and determine if they may continue as fully admitted students. At the discretion of the Program Director, a graduate student who does not meet requirements may be dismissed from the program of study. Upon evaluation by the Program Director at the end of the second semester, students on conditional status may be removed from conditional status. Students who do not meet requirements will be dismissed from the program of study.

Re-Admission Applicants

Re-application is required for applicants previously denied or who have been admitted and moved their enrollment date forward more than one year.

Cooperative Programs

Bachelor of Science in Medical Imaging

This program is based on agreements with Radiologic Technology programs at Southeast Community College in Lincoln, Neb., CHI Health School of Radiologic Technology in Omaha, Neb., Mary Lanning School of Radiologic Technology in Hastings, Neb. and Clarkson College. These agreements allow students to enroll in the Clarkson College Medical Imaging program after completing their first year of Radiologic Technology training. This option allows students to simultaneously pursue both degrees. Students must obtain ARRT licensure and successfully complete all degree requirements before the degree will be conferred.

For more information regarding cooperative programs, contact the Clarkson College Admissions office.

Double Majors

Students must apply and be properly admitted to both majors. It may be possible to pursue both majors at the same time. An official degree plan must be completed for both majors. Admission into one major does not guarantee later admission into a second major.

Non-Matriculated Student Record Retention

Clarkson College will retain application materials including official academic transcripts, letters of reference, student essays, observation hours and letters from the College for two years for students who apply but do not enroll. Updated documents may be required if the student would like to re-apply. Records from applicants who do not enroll are not covered under The [Family Educational Rights and Privacy Act of 1974 (FERPA)](#).

Application Deadlines & Start Dates

Application deadlines and start dates are determined by program. Students are encouraged to visit the [Clarkson College website](#) for the most up-to-date deadline and start date information.

All application materials must be received prior to the application deadline. After deadlines pass, applications will be reviewed as complete if space is available in the program. Wait lists for programs will be formed as necessary. Applications may be held over to be reviewed at a later date at the discretion of the Admissions Committee.

Application Deadlines for International Students

International students must meet program-specific requirements and deadlines. The following deadlines must be met by international students considering programs with rolling admission:

- Fall semester – June 1
- Spring semester – October 1
- Summer semester – March 1

Advanced Standing Credit (Policy AA-47)

Clarkson College recognizes that valid learning experiences are not restricted to the formal classroom. Advanced Standing Credit is a method by which students can earn credit without completing a course(s). Many individuals attain college-equivalent knowledge and skills through a variety of means. The policy of Clarkson College is to award college credit for non-traditional learning in cases where such credit is appropriate.

Criteria used for granting credit by evaluation of non-traditional study are outlined below. Evaluated credit will be posted on the transcript after all admissions and fee requirements have been met and upon successful completion of one semester at Clarkson College.

Students who have received an "I", "F" or "NP" in a Clarkson College course cannot earn Advanced Standing credit for that course. Credit is granted after the student earns a satisfactory score on an examination (per those outlined in the procedure) or a satisfactory evaluation of the portfolio on the first attempt. If unsuccessful, the student

must enroll and complete the course. Advance Standing credits will not apply to the residency requirements.

Procedure:

Methods of Earning Advanced Standing Credit:

The Registrar's Office will record the credit when official transcripts and/or certifications have been received. Only students after approval, as requested by the program director, may earn Advanced Standing Credit. Students will be given appropriate course credits designated by a "P/NP" on the transcript. Fees will be determined on an annual basis.

Advanced Standing Credit is a method by which students can earn credit without completing a course(s) through the following methods:

Standardized Testing: (No Tuition or Fees charged to student)

Standardized tests which have demonstrated reliability and validity may be considered for

Advanced Standing Credit, to be determined by the Program Director and Registrar.

These standardized tests may include:

- Post Primary Certificate (American Registry of Radiologic Technologists (ARRT))
- College Level Examination Program (CLEP) with the exception of English Composition I or II
- Advanced Placement Examinations (AP) [Minimum score of 3 required]
- Defense Activity for Non-Traditional Education Support (DANTES)
- Microsoft Office Specialist
- Health Information Management National Certification(s)
- Project Management Certification (PMP)

Other standardized tests may be considered if approved by the Program Director and Registrar.

Credit for Learning through Life/Work Experience

Credit may be granted for learning acquired through life/work experience, which parallels a student's program at Clarkson College. The credit granted may be substituted for program requirements or elective credits and is not granted for courses in which a Standardized Exam is available. The Program Director and Registrar, in accordance with College policy, will determine whether such credits satisfy major or general education requirements towards the appropriate degree.

a. Prior Learning Validation by Portfolio (50% tuition charged to student)

Individuals seeking a degree who believe their prior experiences may qualify them to receive college credit may seek credit through the portfolio method. The student's Academic Program director/advisor/instructor will assist the student in completing the portfolio process. Portfolio documentation will include appropriate and acceptable evidence of equivalent knowledge. Each Academic Program will determine the maximum number of credit hours that may be granted through life/work experiences. Each Academic Program will also determine the specific courses that may be fulfilled

via credit by learning through validation by portfolio. Students must request portfolio credit with their program director/advisor/instructor, no later than the end of the 1st week of the semester. All portfolios must be completed at least one semester prior to graduation.

b. Prior Learning Validation by Transition Course Completion & Awarding of Major Course Credit (Tuition & Fees charged to student)

Academic programs may grant credit for prior learning for courses in the major by validation via satisfactory completion of a transition course(s) and subsequent award of major course credit. Students must register for the course(s), no later than the first week of the semester.

Prior learning of major content is a prerequisite for registration in a transition course. Successful completion of the transition course then validates the student's prior knowledge. Each Academic Program will determine the maximum number of credit hours that may be granted through life/work experiences and what specific courses may be fulfilled via credit by learning by transition course completion and award of validation credit.

c. Credit by Internal Examination (50% tuition charged to student)

Currently enrolled students, through outside study or relevant experience, may feel prepared to demonstrate that they have attained the knowledge and/or skills required to pass a particular course. As an alternative to enrolling in the course, students may elect to take an internal proficiency examination that tests for mastery of the course material. If a student scores satisfactorily on the examination, the student may be awarded credit for the course. The credit granted may be substituted for program requirements or elective credits and is not granted for courses in which a standardized exam is available. Each Academic Program will determine which, if any, courses may be fulfilled via credit internal examination.

Students must request an internal examination with their program director/advisor/instructor, no later than one semester prior to graduation. Students must complete examination no later than the end of the 1st week of the semester, to facilitate course enrollment, if unsuccessful.

Articulation Agreements

Clarkson College shall create articulation agreements and/or a Memorandum of Understanding (MOU) with any accredited community college/health system according to the wishes of the academic program directors and administration.

The **articulation agreement** is an agreement between two schools that delineates course credit at one school to be accepted or transferred and applied toward a degree at Clarkson College.

A **MOU** is an agreement between institutions that expresses an agreed course of action and conditions under which the receiving institution will accept students for matriculation. The MOU is a form, signed agreement that specifically outlines the Clarkson College degree and/or course requirements with the community college/health system or other entity.

Procedure:

1. The articulation agreements are reviewed annually by Academic Program Directors and the Registrar's Office and are housed with the Registrar's Office and found on Clarkson College's website.
2. The MOU agreements are formed as needed. The MOU for a specific academic program with another institution will be approved by the appropriate Academic Program Director, Student Services Departments, and Vice President of Academic Affairs. The agreements will be housed on the intranet.

Assessment of Student Success Skills (Policy OG-23)

The following student success skills, which serve as the institutional student learning outcomes for the College, are assessed by all departments on campus:

Clarkson College students will:

1. Demonstrate effective communication
2. Demonstrate critical thinking to make educated decisions
3. Demonstrate proficient use of technologies
4. Demonstrate the ability to respectfully interact within a diverse society
5. Demonstrate professional behavior

Communication: In verbal and written formats, the learners will demonstrate the ability to listen to others attentively and receptively, articulate their own perceptions effectively to others, and communicate and elicit feedback in order to enhance objectivity, tolerance, and rapport.

Critical Thinking: The learner will demonstrate the ability to interpret, analyze, and evaluate statements and evidentiary data; construct well-developed, articulate, and sustained arguments; and justify conclusions based on well-supported arguments.

Technology: The learner will demonstrate proficiency in using and producing materials in various software programs, including online technologies. Proficiency also includes integration of technology in diverse modalities.

Diversity: The learner will demonstrate the ability to recognize the worth and unique characteristics inherent in all individuals, leading the learner to explore and appreciate differences. From individual to global levels, a diverse perspective will promote inclusivity and resistance to marginalization.

Professional Behavior: The learner will demonstrate the ability to behave with dignity and respect for both self and others, take responsibility for one's own actions, and show empathy and good judgment while working with or serving others.

Procedure:

Clarkson College's - Assessment Plan involves college-wide data collection from Academic Departments, Student Services Departments and the Office of Institutional Effectiveness. Data collected from the Academic and Student Services departments are included in Annual Reports (the Academic Annual Program Review & Outcomes Report (AAPRO) and the Department Annual Review & Outcomes Report (DARO),

respectively). All departments incorporate data from various sources to inform their decision making. Data collected through the Office of Institutional Effectiveness are included in the Annual Assessment Reports, and provide the blueprint for discussion on continuous improvement at an annual Assessment Retreat in the fall and a follow-up retreat to assess progress in the spring. Any proposed academic or student service related needs, budget allocation for resources, or other recommendations for College improvement are documented and brought to the Annual Strategic Planning Day where the college community can provide input.

This process allows formal assessment of Clarkson College student's academic achievement, as well as, continuous quality improvement for the College, in all areas. This dynamic process requires continuous review and assessment reporting to make recommendations for improvement in the academic and student service departments. This plan focuses on academic excellence at all levels by strengthening the institutional assessment, academic offerings by program, examining educational effectiveness, and evaluating available resources to offer quality programming. This plan verifies achievement of the five Clarkson College Student Success Skills (communication, critical thinking, technology, professionalism and diversity) - at the institutional, program and course level.

Auditing a Course (Policy AA-35)

A current degree seeking or non-degree seeking student may elect to audit a course. The student must register for the course and pay 50% of the cost of the course.

Procedure:

An audited course is not eligible for financial aid. The student will not take examinations or complete any assignments. No grade can be earned nor can the student apply the course to the degree requirements or convert to credit once the course begins.

A student may register to audit a course with permission of the Program Director of the program.

Permission is considered on a space available basis with priority given to those students enrolled for credit.

Auditing a Course Registration Form:

https://www.clarksoncollege.edu/assets/files/AA-35AuditingCourse.pdf

Background Checks and Drug Screening for Students (Policy SW-23)

To be in compliance with clinical and/or course requirements, background checks and drug screenings will be completed at the expense of the student.

Timing of the Background Check and Drug Screening

The completion of a background check and/or drug screening will be facilitated by the program requirements.

Students must complete the required background check and/or drug screening prior to participation in other degree or service experiences. Students will not be allowed to progress in their course until clearance documentation is reviewed by the Program Director or designee.

Students must give permission for Clarkson College to review the results of the background check and/or drug screening to progress in their program by completing the online Student's Disclosure & Consent Release of Information form.

Additional background checks and/or drug screening may be required with or without cause for suspicion as required by the clinical agency or Clarkson College, at the expense of the student.

Identification of Vendors

Background check and drug screening results will only be accepted from a Clarkson College approved vendor. All student information is kept confidential.

Allocation of the Cost

For background checks and drug screenings the student is responsible for the payment. Additional site specific screenings (background and/or drug screen) and all random drug screenings will be at the student's expense.

Significant Findings in Background Check Report

Clarkson College cannot guarantee that students with significant findings in their background check will be permitted to participate in clinical rotations or be a candidate for licensure/certification in every state.

Additionally, prior conviction of a felony or misdemeanor may make a student ineligible for professional licensure, professional certification, or professional registration depending on the specific regulations of the individual health profession and the state of practice.

The student must meet the guidelines for prior criminal convictions of the agency where the clinical is scheduled and no special accommodations for alternative clinical placement will be made for the student.

Alert on Background Check/Positive Drug Screen

Program Director and/or designee has access to complete report details related to alert on background check and/or positive drug screen results. Program Director and/or designee will counsel students with alerts on background check to determine outcome. Positive drug screen results will follow the steps referenced in SW-15, Drug and Alcohol Policy. This can be found in the College academic catalog and handbook.

Confidentiality of Records

Background check and drug screening reports and all records pertaining to the results are considered confidential with restricted access.

Access to records and reports outside of the Clinical Education Compliance Coordinator's office must be approved by the Program Director and/or designee, prior to granting access. Information contained in the reports/records will not be shared with facilities participating in the clinical/ service/externship- experiences unless a legitimate need is demonstrated.

Recordkeeping

All records are housed in a secure vendor's web portal used by Clarkson College. It is the student's responsibility to maintain their records. The web portal is password protected.

Bookstore Voucher (Policy SA-2)

Students are allowed to charge books to their student account if their financial aid exceed their tuition, fees and room expenses.

Procedure:

Bookstore Vouchers are obtained in the Student Financial Services Office and only the Student Financial Services staff may approve the voucher.

Cancellation of Course (Policy AA-36)

Determination to cancel a course will be made by the academic program director. Every effort will be made to notify students and direct them to an alternative enrollment.

Procedure:

The schedule of classes change form will be completed and submitted to the Registrar's office by the academic program director.

Change of Personal Information

Students who change their legal name, address, telephone number or any other pertinent information are required to notify the Registrar's office in writing of the change. Clarkson College will not be responsible for the events that occur when students have not notified the College of a name or address change.

Change of Name form:

https://www.clarksoncollege.edu/default/assets/File/NameChangeRequestForm.pdf

Change of Address form:

https://www.clarksoncollege.edu/default/assets/File/AddressChangeRequestForm.pdf

Address changes also may occur in Self Service.

Clarkson College Behavioral Intervention Team (Policy SW-24)

The goal of the Clarkson College Behavioral Intervention Team is to enable the College to intervene early and provide support and behavioral response to students displaying varying levels of disruptive, distressed, and disturbed behaviors. The Clarkson College Behavioral Intervention Team (BIT), after consulting appropriate resources both internally and externally, will have the authority to take appropriate actions for the safety of the College community. Actions may include, but are not limited to, required educational workshops, required counseling/treatment, temporary suspension, and expulsion. Any required outside treatment would be at the expense of the student.

Procedure:

- Any member of the College community may provide information regarding student behavior to their department director, in the absence of the director; the information should go to the appropriate Vice President. Members of the College community also may provide information via the online BIT Referral Form. Search "Referral Form for BIT" on the College website.
- The team will collect pertinent information from as many sources as possible. If immediate action is needed, either the Vice President of Operations or the Vice President of Academic Affairs will intervene as needed; in an emergency, 911 will be called as appropriate.
- The team will evaluate the information and serve as a liaison to obtain community resources to address the student issues.
- The team will provide feedback to the department director regarding actions taken.
- The department director should provide feedback to appropriate faculty/staff involved.

Membership of the team will consist of the Vice President of Operations, Vice President of Academic Affairs, two faculty members, the college counselor, and other College personnel as deemed necessary. Faculty members and other College personnel chosen for membership shall have a background in counseling or other areas of mental health, drug and alcohol, wellness, or other closely related field.

Coursework Categories for Undergraduate Degrees

Clarkson College curricula require the completion of four types of courses designed to provide the components of a well-rounded education. These include: 1) General Education courses; 2) Health Care Core curriculum; 3) Support courses; and 4) Major courses.

General Education Courses

These are courses that serve as a foundation to the declared major. The General Education department has created courses specifically with health care students in mind. These courses are uniquely student-centered and facilitate the application of classroom learning to real life situations. General Education courses ensure that

we provide the foundations necessary for successful progression through each of Clarkson's programs of study.

Health Care Core Curriculum Courses

Health Care Core courses provide common intellectual experiences, enhance student success while in college, and enrich a student's professional skills. They provide opportunities for students to share their unique skills and talents through service learning and provide for further enrichment through Academic Travel Abroad. Undergraduate students will choose at least one Health Care Core course from each of three categories: Intercultural Communication, Humanities, and Ethics, Empathy and Advocacy. Because these courses are unique to Clarkson College, students are required to take those included in the curriculum of their academic programs.

Support Courses

These courses are identified by the student's major area of study and are in direct support of the student's major courses. Support courses in the major course areas are identified by faculty in the major course areas. They are developed in cooperation with major faculty and faculty prepared in the subject of the support course.

Major Courses

These courses are taken to fulfill requirements for a specific area of study or profession. New students are encouraged to discuss areas of interest, when applicable, with their advisor when enrolling.

Code of Conduct (Policy SW-18)

- Violations
- Procedures
- Sanctions & Remediation
- Committee
- Student Code of Conduct Form

Members of the Clarkson College community include administration, faculty, staff and students. Clarkson College students are not only members of the College community, but they are also citizens of the larger society. As citizens, they retain those rights, protections and guarantees of fair treatment which are held by all citizens. In addition, Clarkson College students are subject to the reasonable and basic standards of the College regarding discipline and maintenance of an educational environment.

The purpose of the Clarkson College Student Code of Conduct is to foster a sense of accountability, trust, responsibility and professionalism among students, faculty and administration. Clarkson College's mission includes the expectation of high standards in ethical and professional behavior, as well as in scholarship. The Code of Conduct is designed to assist in the personal and intellectual development of students as they work

toward becoming health care professionals, as well as behavior expectations, which are outlined in departmental student handbooks.

The Student Code of Conduct is designed to provide students with guidance, correction and an opportunity to demonstrate growth in judgment and self-control. The College offers a variety of resources for students who desire personal or professional guidance through the Success Center.

The College goals for its disciplinary policy, as set forth in the Student Code of Conduct, are:

- to promote ethical behavior
- to ensure the integrity of the academic enterprise
- to develop a sense of responsibility to maintain the honor of the health care profession
- to provide an atmosphere of safety and well-being

It is important to note that one's behavior as a student may have a long-term effect on one's career in addition to having Code of Conduct consequences at Clarkson College. A violation of certain laws may jeopardize a student's ability to obtain professional licensure. Therefore, students should consider their career goals as well as the Clarkson College Code of Conduct before making behavioral choices.

Student Code of Conduct

Students are required to engage in responsible social conduct and to model good citizenship as members of the community. Clarkson College expects the following of students:

- demonstrate honorable and responsible behaviors
- demonstrate a keen sense of ethical conduct
- behave respectfully
- be considerate of other people and property
- be trustworthy
- demonstrate honest character upon which others may rely with confidence
- communicate professionally (both verbally and in written form)

Student Code of Conduct Violations

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary action, possible sanctions and remediation.

1. Acts of dishonesty, including but not limited to the following: a. furnishing false information to any College official b. forgery, alteration, or misuse of any College document, record, blank letterhead or instrument of identification
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings or other College activities, including its public service functions on or off campus or other authorized non-College activities, when the act occurs on College premises.
3. Physical abuse, verbal abuse, threats, intimidation, bullying, harassment, coercion and/or other conduct, which threatens or endangers the health and/or safety of any

person or the learning environment (the violation can be in person or by the use of electronic media).

4. Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property.
5. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.
6. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
7. Unauthorized possession, duplication, or use of keys to any College premises or unauthorized entry to or use of College premises.
8. Discrimination based on race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, gender, gender stereotyping, veteran's status or marital status.
9. Violation of published College policies, rules and/or regulations.
10. Violation of federal, state or local law on College premises, at College sponsored or supervised activities or while representing the College off campus.
11. Use, possession or distribution of illicit substances as outlined in [Clarkson College Drug and Alcohol Policy, SW-15](#).
12. Public intoxication and/or the use, possession or distribution of alcoholic beverages except as expressly permitted by law and by the [Clarkson College Drug and Alcohol Policy, SW-15](#).
13. Possession of firearms, explosives, other weapons, illegal or hazardous materials "(any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors." i
14. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction, which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
15. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.
16. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace; this includes downloading or disseminating inappropriate images and messages via electronic media, on College premises or at functions sponsored or participated in by the College.
17. Theft or other abuse of computer time, including but not limited to: a. unauthorized entry into a file, to use, read or change the contents or for any other purpose b. unauthorized transfer of a file c. unauthorized use of another individual's identification or password d. use of computing facilities to interfere with the work of another student, faculty member or College official. e. use of computing facilities to interfere with normal operation of the College computing system f. use of computing facilities to send obscene or abusive messages g. any other violation of the Clarkson College computer use policy

Violation of Law and/or Student Code of Conduct

1. If a student is charged with a felony that is in violation of federal, state or local law, but not with any other violation of this Code, disciplinary action may be taken and temporary sanctions imposed until a court decision is determined for grave misconduct which demonstrates flagrant disregard for the College community. The College has the authority to place a student on interim suspension pending the Code of Conduct violation process or a court decision is determined. Interim suspension can be imposed according to the determination of the College when any of the following situations exist:
   - The conduct of a student reflects a disregard for the principles of social responsibility and self-discipline, and the continued presence of a student and/ or student group would disrupt the stability and continuance of the educational mission and processes of the College.
   - The conduct of the student endangers the well-being of other members of the Clarkson College community or would prevent other members of the community from having a safe living and learning environment, when such situations cannot be eliminated by reasonable modifications.
      - Such situations are detrimental to students and to the best interest of the College; therefore, the College reserves this right to impose interim suspension. Such determinations will be made after analyzing all available, relevant information (the student's observed conduct, actions and statements) about the student in question, including any relevant and readily available information from treating medical or mental health professionals, or other professionals qualified to interpret this information, and after consulting the Behavioral Intervention Team (BIT). This policy will be applied in a non-discriminatory manner, and determinations shall be based on conduct, actions and statements. If a student is placed on interim suspension, the student may be temporarily separated from the College; therefore, at the discretion of the College, the student may be required to leave residential housing and/or College property, as well as cease attending classes or other College activities within the time specified in the notice of interim suspension. The student may also be required to receive mandated medical assessments or treatments for an interim period.
2. Any type of sexual misconduct/violence charges will be handled using the Sexual Misconduct, SW-27 policy. For more information please contact the Title IX Coordinator.
3. College disciplinary proceedings may be instituted against a student charged with violation of a law, which is also a violation of this Code, for example if both violations result from the same factual situation without regard to the pendency of civil action in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.
4. When a student is charged by federal, state or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject

of a proceeding of the Student Code of Conduct policy, however, the College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the College community. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for rehabilitation of student violators. Individual students and faculty members, acting in their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

Procedure:

Student Code of Conduct Procedure

Unacceptable behaviors will not be tolerated, and students suspected of such conduct are subject to disciplinary measures as outlined below. Persons involved in the Code of Conduct issue will be expected to cooperate in all proceedings and will be held to the strictest guidelines of confidentiality in all matters pertaining to the issue.

1. Any member of the College community may file a complaint against a student for an alleged violation of the Student Code of Conduct.
   a. The complainant notifies the student's program director (or designee) of the alleged code of conduct issue, including evidence.
   b. The complainant must complete the Student Code of Conduct Conference Form. The conference form should be submitted within five business days (not including holidays or semester breaks) of when the event was identified to the program director.
   c. The program director contacts the student regarding the alleged violation to the Code of Conduct policy and schedules a meeting with the student to take place within five (5) business days (not including holidays or semester breaks) of receiving the Student Code of Conference Form. The program director advises the student to bring all supporting evidence to the meeting.
   d. Once the program director has been presented with information regarding the alleged violation and the response of the accused student, the program director has two primary options:
      i. Find the accused student not responsible for violating the Code of Conduct policy.
         i. If the student is found not responsible for violating the Code of Conduct policy, no disciplinary actions will be taken.
      ii. Find the accused student more likely than not, responsible for violating the Code of Conduct policy.
         i. If the student is found to be in violation of the Code of Conduct policy, the program director will follow the individual department's disciplinary procedures.
         ii. The program director will document on the conference form the disciplinary action taken and informs student of their right to due process and timeline.*
         iii. The program director will forward a copy of the form along with the evidence to the Vice President of Operations VPO) and the BIT.

The VPO and BIT's purpose is for tracking and/or to recommend additional monitoring of the behavior and/or support services.

iv. Disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, cases involving the imposition of sanctions other than residence hall dismissal or College suspension/dismissal may be expunged from the student's confidential record after five years. Disciplinary actions may be expunged from the student's confidential record five years after the violation at the discretion of the BIT.

2. The VPO will review and track issues of code of conduct and report data and trends of behavior to the College community.
3. If the student fails to meet with the program director within the aforementioned deadline, the standing decision is final.
4. Severe infractions of the Student Code of Conduct Policy may warrant immediate suspension or expulsion without the previously described steps as determined by the program director and/or VPO.**

Sanctions and Remediation

In most cases, and as part of the educational process, some form of disciplinary/ learning sanction(s) will be assigned to students responsible for violating the Student Code of Conduct. This policy outlines consequences for conduct violations based on the level of severity and frequency of the infraction.

Minor violations and associated sanctions:

Minor violations are usually treated with an initial verbal or written warning. Repeated minor offenses can ultimately lead to more strict consequences. Minor violations shall be handled at the departmental level, but documentation of the violation will be tracked by the VPO and BIT. Common examples of violations treated as more minor or typically receiving warnings include but are not limited to the following:

- violation of departmental polices (e.g., attendance, clinical dress code violations)
- unprofessional behavior/communication with peers, faculty, staff or administration (written or verbal, online or in person)

Major violations and associated sanctions:

Major violations are more significant or escalated in nature compared to minor violations. More aggressive behavior, for instance, could lead to harsher penalties. Written, documented warnings and suspensions are necessary penalties for major code of conduct violations. Examples of violations treated as major violations include but are not limited to the following:

- multiple minor violations (whether of the same or different nature as the first)
- theft
- falsification of time cards, signed forms or other College documents

Severe violations and associated sanctions

Severe violations are often referred to as terminable offenses; violations considered severe normally result in either suspension or separation from the College. Examples of violations treated as severe violations include but are not limited to the following:

- multiple violations (whether of the same or different nature from the others)
- valid claims of physical threats made against others
- bringing a weapon to the College or College sponsored function
- destroying College property
- possessing or distributing illegal drugs and/or substances at the College or College sponsored function

Although the following is not an exhaustive list of sanctions, it does provide examples of sanctions that may be assigned:

1. Written warnings
2. Learning projects
3. Service to the community
4. Restitution
5. Monetary fines
6. Assessment
7. Referral for prosecution
8. Restrictions or loss of privileges
9. Disciplinary probation
10. Residence hall suspension
11. Residence hall expulsion
12. Interim suspension
13. Suspension
14. Withholding a degree
15. Expulsion

More than one of the sanctions listed above may be imposed for any single violation.

Remediation

Clarkson College does not prescribe to the thought that sanctioning should be exclusively punitive in nature. While punitive sanctions are sometimes necessary and appropriate, the belief is that sanctioning should be approached foremost with the educational interests of our students in mind. We endeavor to employ sanctions that are specific to the individual students who find themselves as participants in the conduct process. The intent of sanctioning a student who has been found responsible for a violation is to help that student better understand themselves in relation to others and grow in their decision-making processes, as well as to reduce the likelihood that the student will violate the code of conduct again in the future. Based on the violation, the student will perform one or more of the following remediation. The program director will be responsible for choosing what remediation(s) is appropriate and ensuring that the student carries out the remediation(s).

Reflective Remediation: Students may be asked to complete sanctions meant to promote growth-oriented self-reflection. These sanctions may come in the form of journaling, writing essays on issues related to code of conduct, or working to seek

out new perspectives on these issues in order to more astutely develop a meaningful personal ethic.

Community-Focused Sanctions: Students may be asked to complete sanctions that are focused on the development of their community. These sanctions may include a student putting together programs or events for their community, working to inform their community about a particular issue, or galvanizing support from their community to address a certain issue related to the student's violation(s).

Referrals to Campus Resources: Students may be referred to others on campus to continue the process of reflecting on how they can make their time at the College more successful. Some of the offices to which the student may be referred are the Success Center (for counseling, support or assessment) or their program director (for career or academic guidance).

Due Process

Code of conduct issues should be resolved at the lowest level possible. However, when a student disagrees with the program director regarding the issue, the student has fourteen (14) business days (not to include holidays or semester breaks) to submit an appeal in writing to the VPO. If the student fails to meet the above deadline for appealing a decision, the standing decision is final. The VPO will convene the Code of Conduct Committee to review the appeal within fourteen (14) business days (not to include holidays or semester breaks) of the request.

Code of Conduct Committee

The Code of Conduct Committee's purpose is to serve as an appellate board. The membership of the Code of Conduct Committee will consist of the following: the Vice President of Academic Affairs VPAA) and the VPO will be the co-chairs and non-voting members of the Code of Conduct Committee. The co-chairs will deidentify the dispute to maintain confidentiality. The co-chairs will convene five (5) members of the College community for the Code of Conduct Committee. The co-chairs convene administration, student support staff, faculty, and students who are deemed to not have any conflicts of interest with regards to any part of the dispute. Members of the Code of Conduct Committee will be held to the strictest guidelines of confidentiality in all matters pertaining to the alleged violation. The committee will consist of the following:

- 1 academic dean or program director/coordinator selected by the co-chair who is outside the student's major or minor
- 1 faculty member selected by the Faculty Senate President who teaches outside the student's major or minor and who has had at least two full time semesters' employment
- 1 student support staff selected by the Director of Student Support Services
- 2 students selected by the Student Government Association SGA) who are enrolled outside the student's major or minor and who have earned at least 24 semester hours at Clarkson College

Committee Procedures

- Once the committee is convened, all evidence submitted by the respective program director and student will be provided by the co-chairs.
- Upon reviewing the evidence, each committee member will submit a confidential ballot to the co-chairs indicating a substantiated or unsubstantiated vote.
  - **Substantiated:** evidence supports the code of conduct violation charges
  - **Unsubstantiated:** evidence is not sufficient to support the code of conduct violation charges
- The outcome will be decided by a simple majority.

The Code of Conduct Committee's decision is final. There is no appeal to this process.
If Code of Conduct violations occur within two weeks of graduation, the VPO will design an appropriate due process timeline.

**Administration, faculty, and staff retain the right to have a student removed from the College premises (e.g., classroom, lab, office, etc.) if their behavior is disruptive or threatening to others.*

Copyright (Policy IT-4)

This policy addresses copyright in the context of resources used at Clarkson College. Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression and covers both published and unpublished works. The College promotes awareness of Federal Copyright Law via policy and is not responsible for the improper or illegal use of any copies of materials from its collections or from using its technology resources. It is the individual's responsibility to guard against the infringement of rights that may be held by others and for clearing reproduction rights and copyright restrictions when necessary.

Procedure:

Clarkson College recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. If duplicating or changing a product is to fall within the bounds of fair use, these four factors outlined in the Federal Copyright Law must be analyzed:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

As part of the Higher Education Opportunity Act (HEOA) of 2008, the Department of Education released final regulations that must be addressed by all U.S. colleges and universities on October 29, 2009. The HEOA provisions regarding copyright violations

from unauthorized file sharing on campus networks are categorized into three main requirements:

- An annual disclosure to students describing copyright law and campus policies related to violating copyright law.
- A plan to "effectively combat" the unauthorized distribution of copyrighted materials by users of its network, including "the use of one or more technology#based deterrents."
- A plan to "offer alternatives to illegal downloading."

Clarkson College complies with the HEOA via the following:

- An annual email is sent to students containing the IT-4 Copyright and IT-2 IT Resources Acceptable Use policies.
- Blocking of known illegal P2P file sharing protocols and applications is enforced at the firewall level for all Clarkson College networks.
- Clarkson College does not host download services, however recommends students visit the EDUCAUSE "Legal Sources of Online Content" site for a list of alternative legal options: https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-onli

Clarkson College is a registrant of the Digital Millennium Copyright Act (DMCA) Designated Agent Directory which provides safe harbor for online service providers and provides contact information for infringement notification through the copyright@clarksoncollege.edu address listed on the public web site. Upon receipt of legitimate takedown notices, Clarkson College will respond expeditiously to remove, or disable access to, the material that is claimed to be infringing or to be the subject of the infringing activity per the DMCA requirements.

Legal References: Federal Copyright Law of 1976 (U.S. Code, Title 17)

Credit Hour Definition (Policy AA-55)

Clarkson College follows the Federal Regulation 34 CFR 600.2 definition of credit hour, §668.8: §668.9. Our academic programs follow a semester calendar and for the total number of hours, a minimum of 2 hours per week/per credit of student study time is added to the theory contact hour definition as defined below.

The Clarkson College contact definition for both online and on campus courses is as follows:

1. **Credit to contact hour conversions for all theory courses:** One credit hour equals 15 contact hours per semester, plus 30 hours of study time.
   Examples:
   - GEN 105 Medical Terminology = 1 credit hour = 45 contact hours per semester
   - EN 101 English Comp I = 3 credit hours = 135 contact hours per semester
2. **Credit to contact hour conversions for courses with a lab component:**
   a. **General Education & Physical Therapist Assistant Program Courses:** One credit hour from the total credit hours listed for the course sections are for lab

time and equal 45 contact hours with the exception of Cadaver Applications in Anatomy courses.
Example:
- BI 211 Human Anatomy theory = 4 credit hours = 135 theory contact hours (3 credits) and 45 contact hours of lab (1 credit) per semester
- BI 211 Human Anatomy lab= 0 credit hours

b. **General Education Cadaver Courses:** One credit hour = 15 contact hours per semester for theory and 45 contact hours for lab.
Example:
- BI 312 / BI 806 Cadaver Applications in Anatomy theory = 2 credit hours = 30 contact hours, plus 30 hours of study time.
- BI 312L / BI 806L Cadaver Applications in Anatomy lab = 2 credit hours = 90 contact hours

c. **Radiography Program Courses:** One credit equals 15 contact hours per semester with the exception of RT Procedures labs which 1 credit equals 30 contact hours per semester.
Example:
- RT 120L Exposures I lab = 1 credit hour = 15 hours of contact per semester
- RT 110L Procedures I lab = 1 credit hour = 30 hours of contact per semester

d. **Nurse Anesthesia Courses:** 1 credit hour equals 15 contact hours per semester with the exception of Cadaver Lab which is 1 credit hour equals 45 contact hours per semester.
Examples:
- AN 872L Principles of Anesthesia I Lab = 1 credit hour = 15 contact hours per semester
- AN 806L Cadaver Application in Anatomy Lab = 2 credit hours = 90 contact hours per semester

3. **Credit to contact hour conversions for clinical/internship/externship rotations dependent on program:**
   a. **Physical Therapist Assistant Program Clinical Courses**: One credit hour equals 40 clinical hours per week. Example: PTA 240 Clinical Practicum III = 5 credit hours= 200 clinical hours
   b. **Undergraduate Nursing Program Clinical Courses:** One credit hour equals 3 clinical hours per week. Example: NS 126 Basic Nursing Skills Clinical = 2 credits = 90 clinical hours
   c. **Graduate Nurse Education, Graduate Nursing Administration, & Health Care Business Professional Practice Experience (PPE) and Internship Courses**: One credit hour equals 45 clinical hours. Example: HM 367 Professional Practice = 3 credit hours ~135 clinical hours
   d. **Radiography Program Clinical Courses:** One credit hour equals 60 clinical hours. Example: RT 265 Clinical Experience I = 4 credit hours ~ 240 clinical hours
   e. **Medical Imaging Program Clinical Courses:** One credit hour equals 60 clinical hours. Example: MI385 CT Externship = 3 credits = minimum of 180 contact hours

f. **Community Health Fieldwork Course**: One credit hour equals 45 fieldwork hours. Example: CHL410 Fieldwork = 3 credit hours ~135 fieldwork hours
g. **Nurse Practitioner Clinical Hours:** Zero credit hours are dedicated to clinical hours, however, 650 clock hours are required for the MSN and BSN-DNP programs.
h. **Nurse Anesthesia Program Clinical Courses:** 15 credit hours are dedicated to clinical practicum hours with a minimum of 2,000 hours required for the program. Clinical hours never exceed 64 hours per week, averaged over four weeks.
i. **Doctor of Nursing Practice Residency Hours**: Zero credit hours are dedicated to residency hours. A minimum of 300 clock hours are required for the program. All DNP students must complete a minimum of 1000 practice hours (clinical and residency) to be eligible for graduation.

Crime Awareness & Campus Security (Policy SW-5)

Clarkson College adheres to the regulations of the Student Right-to-Know and Campus Security Act of 1990. The College provides security services for all areas of the College Campus.

Students, faculty, staff and employees are to report criminal actions and other emergencies occurring on campus to Security. In accordance with the Student Right-to-Know and Campus Security Act of 1990, 20 U.S.C., Section 1092, Clarkson College provides information relating to campus crime statistics and security policies to current and potential students and employees. The College may also provide this information to the U.S. Department of Education.

Campus Safety Information:
https://www.clarksoncollege.edu/student-life/campus-safety/

Degree Plan (Policy AA-5)

The Degree Plan will include conditional admitted status, the courses that Clarkson College will accept in transfer, and the specific courses the student will be required to complete in order to meet graduation requirements.

The purpose of the Degree Plan is:

1. To ensure the student has a plan for meeting all Clarkson College requirements for graduation in a timely and effective way;
2. To provide the student a basis for monitoring his/her own progress; and
3. To provide the student assurance his/her Degree Plan for meeting course and program requirements is accurate.

Procedure:

Prior to registration, the Registrar's Office will complete a Degree Plan for all new students. Prior to the first semester of attendance each student will be assigned and meet with an academic advisor, who will assist the student in the completion of the Degree Plan course requirements.

A Registrar's Office Representative will sign the Degree Plan and email the plan to the student and academic advisor/program director at the beginning of the semester. The signed Degree Plan becomes the student's plan for graduation and may not be changed without formal written approval by the Program Director. The information on the Degree Plan is contractual in nature. The degree plan is referred to as the Academic Plan, which is available in Self Service to track courses required for degree completion.

Dismissal (Policy AA-24)

College Dismissal

College Dismissal refers to permanent expulsion from the College, which does not carry the opportunity for readmission. Only by approval of the Vice President of Academic Affairs (VPAA) or Vice President of Operations (VPO) may a student be dismissed from the College.

Academic Dismissal

Academic dismissal refers to expulsion from an academic program. The individual is no longer permitted to continue within the currently enrolled degree program but has the option to reapply to any College academic program in the future.

Procedure

College Dismissal - When a student is dismissed from the College, the dismissal and date of dismissal will be placed on the student's transcript. The individual is no longer permitted to be a student at Clarkson College and is not permitted to reapply to the College in the future.

Drug and Alcohol (Policy SW-15)

Problems related to the use of alcoholic beverages and controlled substances lead to a loss of individual effectiveness and may interfere with the educational process. Clarkson College reaffirms its position of serious concern about and in opposition to the abuse of alcoholic beverages and use of controlled substances. Clarkson College complies with the Drug-Free School and Communities Act Amendments of 1989 through the publication of the Drug and Alcohol Policy and other written material distributed annually to students and employees. Clarkson College encourages members of the College community to participate in drug and alcohol abuse education, prevention, and treatment programs when appropriate. These regulations shall assure that Clarkson College is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances. Clarkson College does not accept responsibility for the conduct of individuals while they are off campus and not participating in a College activity, however, students may be held accountable for the actions of their conduct. The College realizes it cannot regulate the sale of alcoholic beverages by off-campus businesses to members of the Clarkson College community.

Within the Clarkson College Community, the following regulations dealing with drugs and alcohol apply:

1. Any currently enrolled student may be required to complete a drug/alcohol test.

2. Illegal possession/use, sale, and/or sharing of drugs or drug related paraphernalia on campus property or at College sanctioned events is considered an infraction of Clarkson College policy. Clarkson College will cooperate fully with state and federal law officials in the enforcement of all state and federal laws pertaining to the possession, use, sale, and distribution of illicit substances.
3. Possession by minors is an infraction of Neb. Re. Statute 53-180.02 and is punishable by three (3) months' imprisonment, $500.00 fine, or both. All offenses regarding possession of drugs and/or alcohol will also be subject to the disciplinary procedures set forth by Clarkson College.
4. The procurement of alcoholic beverages for minors is a violation of Clarkson College policy. The procurement of alcohol for minors, Neb. Rev. Statute 53-180, is punishable by a maximum of one-year imprisonment, $1,000.00 fine, or both. All offenses regarding procurement of alcohol for minors will also be subject to the disciplinary procedures set forth by Clarkson College.
5. No alcohol shall be served at any event sponsored by Clarkson College or a recognized Clarkson College organization, unless the alcohol is sold off-campus by a licensed, independent vendor via a "cash bar" and only to persons of legal age. No College organization will be permitted to use organizational funds for the purchasing of alcohol.
6. Guests are bound by the same rules regarding alcohol and drugs as the students. Members of the College community and their guests will be held responsible for their behavior and any destruction that occurs while under the influence of alcohol and/or other drugs. Violators will be asked to leave campus and/or be referred to local authorities.
7. There will be absolutely no posted advertisement for alcoholic beverages in any College publication, private, or public area.
8. The Vice President of Operations, the Director of Facilities, Residence Hall Coordinator, or any Student Services counselor may notify parents or law enforcement of violations. Notification may occur if it is believed that the student is potentially a danger to themselves or to others or is in danger of jeopardizing their academic career.

Violation of the Student Welfare Drug and Alcohol Policy

The consequences of violating the Student Welfare Drug and Alcohol Policy vary according to the circumstances surrounding the violation. Thus, each of the following categories of student violations is separated out below.

Students requiring drug/alcohol testing for their academic program requirements will be given instructions on how to complete this testing. All testing expenses are the responsibility of the student. If the results are negative, the student will proceed academically.

Penalties for Student Welfare Drug and Alcohol Policy Violations

First Offense - If the student tests positive for drugs/alcohol, the student:

- Will be immediately administratively withdrawn from all laboratory/clinical/practicum courses but may be allowed to remain in theory classes (without co-requisite

clinical courses) while undergoing required drug/alcohol treatment according to program requirements.

- Must meet with a College-approved counselor and successfully complete the prescribed treatment plan.
- Will be allowed to continue in current and enroll in future laboratory/clinical/ practicum courses, if the student is complying with their treatment plan, and deemed as safe to return to clinical practice by a college approved counselor
- Will be subject to random interval or scheduled interval drug/alcohol testing with or without cause for suspicion, for as long as they are an enrolled student at the College.
- May be ineligible to continue in the program of study if clinical agency placement is not possible due to the student's positive drug testing history.
- May be administratively withdrawn from the College, if the student does not comply with the treatment plan set forth by the College provided counselor or refuses subsequent drug and/or alcohol testing or has a second positive drug test.
- The Vice President of Operations, the Director of Facilities, Residence Hall Coordinator, or any Student Services counselor may notify parents of violations. Notification may occur if it is believed that the student is potentially a danger to themselves or to others or is in danger of jeopardizing their academic career.

Second Offense - Dismissal from the College and forfeiture of any Clarkson College scholarships.

If positive result is due to a legally prescribed medication:

- The student must have the form signed by the prescribing health care provider stating he/she is prescribed that medication.
- A list of all the medications the student has been prescribed should be included on the form and returned within seven (7) business days after the student is notified of a positive test. The form will be sent to the Office of the VPAA, who coordinates drug and alcohol results.
- The medication list will be approved/disapproved by the counselor and/or College designee within three (3) business days.
- If the medication list is not approved by College designee, it will be viewed as a positive drug screen.
- The student will not be allowed to participate in clinical setting until the proof of treatment process is completed.

Medical Amnesty

A Clarkson College student seeking emergency medical attention for self or for another person due to alcohol or drug consumption will not be charged with violation(s) of the Clarkson College Drug and Alcohol policy as long as the student fully cooperates with authorities involved, and complies with any required formal drug and alcohol evaluation and treatment recommendations. Said evaluation will be conducted at the student's expense. Failure to fully cooperate will invalidate the medical amnesty, and standard disciplinary action will be taken. Further, medical amnesty does not protect students from disciplinary action who are found to be in violation of other Clarkson College policies, such as destruction of property, assault, and/or theft. Medical amnesty will not

be abused. Should a student who invokes medical amnesty have a subsequent drug or alcohol experience requiring emergency medical attention, he/she may be excluded from medical amnesty and be subject to disciplinary action.

Nebraska LB 439 outlines provisions for the reporting of persons who may be affected by acute alcohol poisoning due to severe intoxication. In such circumstances, these provisions allow for the person to report him/herself or another person to the authorities and be granted immunity from prosecution. The reporter must remain on the scene and fully cooperate with medical assistance and law enforcement personnel. LB 439 does not provide legal amnesty for drug-related offenses.

Procedure:

On-Campus Testing:

If student is on campus (Nebraska Medicine/UNMC/Clarkson College):

1. The faculty/staff will notify UNMC Public Safety at (402) 559-5111 immediately and Program Director or designee with location information.
2. UNMC Public Safety will remove the student from class/area and take to a private setting and wait for further assessment.
3. UNMC Public Safety will call Midlands Testing Services (MTS) at (402) 658-1122 and notify them of the site and contact person.
4. MTS will come directly to the site to complete the testing. Upon arrival, MTS will call the contact phone number for the location of the student.
5. The faculty/staff will complete the checklist for making reasonable cause determination.
6. After testing, UNMC Public Safety will direct the student to contact a family member/friend for transportation to be removed from the site. If needed, UNMC Public Safety will arrange taxi service for the student. Taxi expenses will be the responsibility of the student.
7. The faculty/staff will discuss the checklist with the Program Director or designee.
8. The faculty/staff will also schedule a debriefing with the VPO/VPAA Program Director/BIT member the next business day.
9. Students who refuse testing or fail to comply with any step in the processes above will be considered a positive test result.
10. The student will pay for all costs associated with the testing, including transportation costs.
11. If the student appears to be a threat to self or others: Contact local authorities immediately-Call 911

Off-Campus Testing:

If student is at an off campus/non-Nebraska Medicine/UNMC/Clarkson College Campus/clinical site or other College approved activity:

1. Remove the student from patient care/activity and arrange for student oversight based on the clinical/facility policy. The student is to remain in that location until testing is completed unless clinical site policy/procedure is to follow another process. Please consult in advance with the clinical site to determine how to address these situations.
2. Person/s who suspects the student is under the influence will contact the Program Director or designee 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.
3. The Program Director or designee will call Midlands Testing Services (MTS) at (402) 658-1122 and notify them of the site and contact person.
4. MTS will come directly to the site to complete the testing. Upon arrival, MTS will call the contact phone number for the location of the student and follow onsite testing procedures.
5. The Program Director or designee will complete the Checklist (Appendix D) for Reasonable Cause Determination and submit this to the VPAA and VPO, as soon as possible.
6. After testing, the person/s who suspects the student is under the influence will direct the student to contact a family member/friend for transportation to be removed from the site. If needed, taxi service for the student will be arranged. Taxi expenses will be the responsibility of the student.
7. Students who refuse testing or fail to comply with any step in the processes above will be considered a positive test result.
8. The student will pay for all costs associated with the for-cause testing, including transportation costs.
9. If the student appears to be a threat to self or others:Contact local authorities immediately-Call 911!

Student confidentiality of all information will be maintained.

Drug testing on minors may need parental or guardian consent. If consent is not obtained, so that drug testing cannot be completed, the minor student will be treated as though they were tested, and the results were positive.

E-mail (Policy IT-1)

Acceptable Use

The acceptable use of Clarkson College email is governed by the IT-2 IT Resources Acceptable Use policy.

Ownership of Email / Privacy

Clarkson College owns all Clarkson College email accounts. This includes all data stored or transmitted via the email accounts.

While Clarkson College will make every attempt to keep email messages secure, privacy is not guaranteed, and users should have no general expectation of privacy in email messages sent through Clarkson College email accounts. Under certain circumstances, it may be necessary for IT staff or other members of Clarkson College administration to access Clarkson College email accounts. These circumstances may include, but are not limited to, maintaining the system, investigating security or abuse incidents, or investigating violations of this or other Clarkson College policies. Clarkson College employees may also require access to an email account in order to continue business where the email account holder will not or can no longer access the email account for any reason (such as death, disability, illness or separation from the College for a period of time or permanently). Such access will be permitted on an as-needed basis and any email accessed will only be disclosed to individuals who have been properly authorized and have an appropriate need to know or as required by law.

Procedure:

External Communication

Clarkson College email communication sent to external parties must be classified as one of the following types of messages:

- **Commercial** – advertises or promotes a commercial product or service, including content on a website operated for a commercial purpose.
- **Relational or Transactional** – facilitates an already agreed-upon transaction or updates a customer about an ongoing transaction.
- **Informational or Other** – provides information requested of Clarkson College or about Clarkson College but without a commercial, relational, or transactional component.

Clarkson College commercial emails must follow CAN-SPAM and Canadian Anti-Spam Law (CASL) Regulations regarding the transmission of commercial messages. Such messages must provide for individuals to opt-out from receiving future commercial messages.

Clarkson College's Marketing Department maintains a master list of email address for individuals that have expressed an opt-out preference. Any commercial messages must have email addresses on this opt-out list removed before being transmitted to intended recipients.

Account Creation
Clarkson College email accounts are created based on the formal name of the employee as listed in the Human Resources system. Student and alumni accounts are created based on the name on record in the student information system. Requests for name changes to correct a discrepancy in an email address or recognize a formal name change may be submitted via the IT Help Desk. Requests for mail aliases are evaluated on a case-by-case basis.

Requests for temporary email privileges for contractors and outside affiliations may be requested via the IT Help Desk and must have Director level approval and justification. An expiration date for the account is required upon submission and will be applied to all outside accounts.

Email Retention and Disposal

The Clarkson College IT Department does not back up email accounts as part of the IT-8 Data Backup policy. Microsoft, as a part of their Software-as-a-Service (SaaS) offering, manages the availability of Clarkson College email accounts. As of the latest revision of this policy, a 99.9% uptime is guaranteed for the service.

Recovery of items deleted from the Deleted Items folder can be performed by users and/or IT up to thirty (30) days from the time of deletion unless the user manually purges items from the Recoverable Items folder.

It is the responsibility of Clarkson College employees and students to preserve information contained within email accounts that is vital to the operation of the college or tenure as a student.

Expiration of Accounts

Individuals may leave Clarkson College for a variety of reasons, each of which could require a different expiration procedure for email accounts. The policy governing known instances is outlined below. Clarkson College reserves the right to revoke email privileges at any time.

- **Employees** – Employees who leave the college will have email privileges removed effective on their last worked day. If such separation is for cause, email privileges may be immediately revoked without notice. In either situation, the employee's manager must submit a termination request for the account via the IT Help Desk to inform IT of the anticipated last day.
- **Students who leave before graduation** – Students who leave Clarkson College without completion of their degree or other program may keep their email privileges for one (1) academic year from the last term when they were registered.
- **Dismissed students** – If a student is dismissed from Clarkson College, email privileges will be terminated immediately upon the notice and directive of the Vice President of Academic Affairs, Vice President of Operations, or the Registrar's Office.
- **Alumni** – students who have graduated from Clarkson College will keep their email privileges for one (1) academic year from the last term when they were registered. Alumni wishing to join the Alumni Association may apply for a Clarkson College Alumni Email account. This is a @clarksonalumni.net email account that is separate from employee/student accounts. The Alumni Association determines the expiration of these email accounts.

Salesforce.com

Email messages sent through Salesforce.com are to be identified as informational, transactional, or commercial. Commercial messages are to be sent in accordance with the CAN-SPAM and CASL requirements.

Personal Email Accounts

In order to avoid mixing Clarkson College business with personal communications, employees must never use non-Clarkson College email accounts (e.g. personal Gmail, Hotmail, etc.) to conduct business operations.

Spam and Phishing

Spam is defined as unsolicited and undesired advertisements for products or services sent to a large distribution of users.

Phishing is defined as the attempt to acquire sensitive information such as usernames, passwords, and credit card details (and sometimes, indirectly, money), often for malicious reasons, by masquerading as a trustworthy entity in an electronic communication.

All incoming email is scanned for viruses, phishing attacks, and Spam. Suspected messages are blocked from the user's inbox. Due to the complex nature of email, it is impossible to guarantee protection against all Spam and virus infected messages. In many cases, viruses or phishing appear to be sent from a friend, coworker, or other legitimate source. Do not click links or open attachments unless the user is certain of the legitimacy of the nature of the message. If any doubt exists, the user should contact the Clarkson College IT Help Desk at HelpDesk@clarksoncollege.edu

Emergency Notification, Response and Evacuation (Policy SW-30)

Individuals should report all emergencies by calling 9-5555 from any campus phone, 402-559-5555 via cellular phone, or by using the blue light emergency phones, which are available at various locations on campus.

Clarkson College will, without delay, and taking into account the safety of the community, determine the content of an emergency notification and initiate a campus emergency notification, unless such notification will, in the professional judgment of campus authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate an emergency.

The only reason Clarkson College would not immediately issue a notification for a confirmed emergency or dangerous situation is if doing so will compromise efforts to:

- Assist a victim › Contain the emergency
- Respond to the emergency, or
- Otherwise mitigate the emergency (example: agreeing to a request of local law enforcement of fire department officials)

Campus authorities who are responsible for carrying out or authorizing the use of Emergency Notification are:

- Director of UNMC Public Safety
- President
- Vice President of Operations
- Director of Facilities

Information will be released upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus.

Examples of "immediate threat" are:

- Tornado or extreme weather

- Armed Intruder
- Bomb Threat
- Gas Leak

Warnings will likely include the nature of the threat, source of the information and suggested precautions to be taken. The entire campus community will be notified when there is at least the potential that a very large segment of the community will be affected by a situation, or when a situation threatens the operation of the campus as a whole.

There will be a continuing assessment of the situation, and additional segments of the campus community may be notified if a situation warrants such action.

Campus authorities will determine how much information is appropriate to disseminate at different points in time based on the event.

Clarkson College has multiple methods of warning our College campus for any significant emergency.

- College & Student All email.
- Announcements over the PA system.
- Alert notification system that will call, text, and email all registered users.
- Notices on our public Website, Facebook and other media outlets.

The procedures will be based on the situation.

- For a fire, we would initiate the "Fire Evacuation Plan" where each floor is to evacuate the building through a specific stairwell.
- For a tornado, we would initiate the "Tornado Evacuation Plan" where each floor is the move to the designated shelter area.
- For an Armed Intruder, we would initiate the "Armed Intruder" plan that explains how to proceed based on your specific situation and location.

Emotional Support Animal (Policy SW-38)

Aligned with the Fair Housing Amendments Act of 1988 and Section 504 of the Rehabilitation Act of 1973, Clarkson College (hereafter referred to as "College") recognizes the importance of Emotional Support Animals (ESA) in providing emotional support to individuals with disabilities. The College is committed to allowing ESAs when necessary to provide individuals with disabilities an equal opportunity to use and enjoy Student Housing. Approval of an ESA in Student Housing requires: 1) the individual has a disability, 2) the animal is necessary to afford the individual an equal opportunity to use and enjoy a dwelling, and 3) there is an identifiable relationship between the disability and the support the animal provides.

No ESA may be kept in College housing at any time prior to the student receiving approval for an ESA. Any student who brings an animal into the residence hall without the requisite approval will be subject to penalties under the College's Code of Conduct Policy. Generally, the presence of only one ESA will be approved for a student, in order to fulfill the intent of the Fair Housing Act (FHA) requirements in providing support to a student with a documented mental health disability.

To be able to have an ESA reside in campus housing, the student must first contact the Accommodations Coordinator and complete the appropriate documentation requirements.

Definition of Emotional Support Animal

An ESA pertains to a category of animals that provide necessary emotional support to an individual with a disability such that this support alleviates one or more identified symptoms of an individual's disability. Unlike a Service Animal, an ESA does not need to be trained to provide a service or a task and does not accompany a person with a disability at all times. Fair Housing regulations only apply to housing facilities; therefore, ESAs are not permitted in other areas of the College (e.g. libraries, academic buildings, student center, classrooms, labs, lobbies, etc.).

Guidelines and Requirements for ESA's

An exception to the College's Pet Policy is granted for approved animals provided that their behavior, noise, odor, and waste do not exceed reasonable standards for a well-behaved animal and that these factors do not create an unreasonable living environment or frequent disruptions for other residents. If the noise (crying, barking, meowing, etc., especially when the student is not around) is excessive, as judged by residence life staff, it is grounds to rescind permission for the specific ESA to be in campus housing. The following factors (among others) are used as evidence in determining whether the presence of the animal is reasonable:

- The size of the animal is too large for available assigned housing space (according to the Animal Welfare Act Regulations)
- The animal's presence would force another individual from his/her assigned housing (e.g. serious allergies)
- The animal's presence otherwise violates individuals' right to a quiet living environment
- The animal is not housebroken or is unable to live with others in a reasonable manner
- The animal's vaccinations and licensing is not up to date
- The animal poses or has posed a direct threat to the individual or others, such as aggressive behavior towards or injuring the individual or others, or the potential of transmission of zoonotic diseases
- The animal causes or has caused excessive damage to the residence hall space beyond reasonable wear and tear

Care and Supervision of Emotional Support Animal

The individual with the disability who has requested an accommodation of an ESA and received approval of said accommodation is the "owner." The care, supervision, and custody of the ESA are the sole responsibility of the owner. The owner is required to ensure the animal is well cared for at all times. Any evidence of mistreatment or abuse may result in the immediate removal of the animal and/or discipline for the owner. The owner must be in full control of the ESA at all times. The ESA must be maintained (e.g., kept clean, free from fleas and/or ticks, etc.) by its owner and may not create safety hazards for other people.

The owner must abide by current city, county, and state ordinances, laws and regulations pertaining to licensing, vaccination, and other requirements for animals. It is the owner's responsibility to know and understand these ordinances, laws, and regulations. The College has a right to require documentation of compliance with such ordinances, laws, and regulations, which may include a vaccination certificate. The College reserves the right to request documentation showing the animal has been licensed.

The owner is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner. The College retains the right to designate a particular area for the ESA to relieve itself and/or for the disposal of its waste. The student is financially responsible for any and all actions of the animal involving bodily injury or property damage. This includes, but is not limited to, any replacement of furniture, carpet, window, or wall covering as well as cleaning costs considered above normal and reasonable for the living facility.

If a student chooses to replace an existing ESA with a different ESA, the student must file a new request and comply with all terms and conditions herein specified.

The owner may not leave an ESA overnight in student housing to be cared for by any individual other than the owner. The owner is responsible for ensuring that the ESA is contained, as appropriate, when the owner is not present during the day while attending classes or other activities. The owner must provide the name and contact information of a person who is willing and able to take the ESA in the event of an emergency.

Request for Emotional Support Animal in Student Housing

Students must receive approval for an ESA by the Accommodations Coordinator prior to bringing their animal to campus. Therefore, the College requests that the student provide as much advance notice as possible prior to the desired move-in date so that the College can best accommodate the student and the animal. The Accommodations Coordinator, on a case-by-case basis, will appoint a committee to review documentation, make a decision, and communicate with the appropriate members of the College community. If approved, the Accommodations Coordinator will notify the Residence Hall Coordinator and Director of Facilities. The Residence Hall Coordinator will contact the student for additional details and, along with the student's other housing preferences and/or needs, make a Student Housing assignment. All students requesting an ESA must complete the applicable ESA Process Paperwork.

A request for an ESA may be denied if: 1) there is not a determination of necessity for the presence of an ESA to create equal opportunity to use and enjoy a dwelling, 2) there is no relationship identified between the disability of the individual and the support the animal provides, 3) the presence of the animal imposes an undue financial and/or administrative burden, 4) the presence of the animal fundamentally alters student housing policies, and/or 5) the presence of the animal would pose a direct threat to the health and safety of others or would cause property damage.

The College will not ask for or require the owner to pay a fee or surcharge for an ESA. However, the owner may be charged for any damage caused by the ESA beyond reasonable wear and tear to the same extent that other individuals are charged for damages beyond reasonable wear and tear. The owner's living accommodations also may be inspected for fleas, ticks or other pests if necessary as part of the College's

standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a College approved pest control service. The owner will be billed for the expense of any pest treatment above and beyond standard pest management in Student Housing.

Violation of Policy

The owner must fully cooperate with College personnel with regards to meeting the terms of this policy and developing procedures for care of the ESA. The College may require the owner to remove the animal from Student Housing if: 1) the animal poses a direct threat to the health and safety of persons at the College, 2) the animal causes physical damage to property, 3) the presence of the animal fundamentally alters the nature of College operations, 4) the animal creates an unmanageable disturbance or interference with the College community, and 5) the owner does not comply with the owner responsibilities set forth in this policy. Any removal of an ESA will be done in consultation with the Accommodations Coordinator and may be appealed through the College's grievance procedures.

Emotional Support Animal Student Housing Agreement:

https://www.clarksoncollege.edu/default/assets/File/
EmotionalSupportAnimalAgreement.pdf

Enrollment Status (Policy AA-23)

A full-time undergraduate student at Clarkson College must be enrolled in an equivalent of 12 credit hours or more of course work per semester.

A full-time graduate student at Clarkson College must be enrolled in an equivalent of 6 credit hours or more of course work per semester.

Family Education Rights & Privacy Act (Policy SS-9)

The Family Education Right and Privacy Act (FERPA) is a federal privacy law that gives students certain protections with regard to their education records such as grades, transcripts, disciplinary records, contact and family information and class schedules. To protect the student's privacy and the law generally requires schools to ask for a written consent before disclosing personally identifiable information to individuals other than the student.

A Buckley hold is placed on a student's academic record that prohibits the college from releasing directory information to anyone other than the student, except to school officials with a legitimate educational interest, and in other situations where consent is not required by law, such as a lawful subpoena.

Clarkson College hereby designates the following categories of student information as public or "Directory Information." The institution may disclose such information for any purpose, at its discretion.

Category I: Name, photograph, current and permanent address, marital status, telephone number, dates of attendance, classification, current class schedule.

Category II: Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

Category III: Past and present participation in officially recognized activities, physical factors, date and place of birth.

Clarkson assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

A student has the right to inspect all official College records, files, and data directly related to him/her. The College maintains these records for each student: application and general correspondence, evaluations, tests and grades, reports of disciplinary infractions, health and attendance, financial aid, and student information. Records not included in this provision are parents' financial records and confidential statements of recommendation in the student's file prior to January 1, 1975.

The College will release personal student data to other persons only if the student signs a consent form to release requested information, states the reason for such release, and names the person to whom the records should be sent. However, the College must comply with any judicial order or lawfully ordered subpoena upon the condition that the student is notified of all orders in advance by the College.

1. College officials having a legitimate educational interest.
2. Parents of financially dependent students, dependent as defined in the Internal Revenue Code of 1954, Section 152.
3. Officials connected with a student's application for or receipt of financial aid.
4. Organizations conducting research for predictive tests under the conditions specified by law.
5. Secretary of Health and Human Services and certain other lawfully designated local, state and federal officials.
6. Persons representing accreditation agencies in their official capacity as visitors.

Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records.

- **The right to inspect and review the student's education records within 45 days after the day the Clarkson College receives a request for access.** A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect.
- **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask to amend a record that they believe is inaccurate or misleading. Grades are not subject to challenge.
- **The right to consent to disclosures of personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. 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 the college.

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

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

Procedure:

Currently enrolled students may withhold disclosure of any directory information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be submitted to the Registrar's Office with a Buckley Hold form.

FERPA information will be emailed to students, staff and faculty at the beginning of each fall semester by the Registrar's Office.

Forms Submission

Advisors will help students concerning their academic program, but students are responsible for making and carrying out their own decisions. Completion and submission of all forms to the appropriate office to implement actions taken by students (for example, withdrawal from a course) are the responsibility of the student and cannot be delegated to faculty or staff.

Freedom of Expression (Policy OG-22)

Clarkson College defends the right of free expression of ideas, including the right of peaceful assembly. The College will uphold this right on behalf of all persons associated with Clarkson College and will disapprove actions by any group or individual that would seek to restrict the appropriate freedoms of any other group or individual.

Procedure:

The College reserves the right to place reasonable time, manner, and place restrictions on all forms of expression.

The College encourages all its members to resolve concerns/issues by communicating with the individual(s) directly involved. If this attempt fails or is not feasible, the established order of Clarkson College personnel listed below should be used for initial communication and appropriate direction as needed. Confidentiality in communication of any concern/issue shall be limited to persons who have a need to know.

Academic Issues

- Faculty directly involved
- Program Director

- Dean, where applicable
- Vice President of Academic Affairs (VPAA)

Non-Academic Issues

- Individual(s) directly involved
- Supervisor/Manager
- Vice President of Operations

Grade Change (Policy AA-37)

A permanently recorded grade may only be changed in cases of calculation error or other recording error by the faculty member who assigned it or, in case of a change in personnel, by the Program Director.

A permanently recorded grade may only be changed by a faculty member and/or Program Director within one semester following the completion of the course.

A student request for review of a course grade must be initiated within one semester following the completion of the course and submitted with a Petition for Reconsideration Form.

Grade Point Average (Policy AA-29)

The Grade Point Average (GPA) System is used to determine the student's academic progress toward graduation.

Procedure:

A student's Cumulative Grade Point Average (CGPA) is based upon cumulative course grades completed at Clarkson College. The CGPA is calculated by dividing the total number of credit hours attempted into the number of Total Quality Grade Points Earned (see AA-6 Letter Grades and Quality Points Policy). The CGPA is not affected by "P," "NP," "AU," "CR," "NC," "I," "IP," "W," "WP," or "WF")

P = Passing
NP = Not Passing
AU = Audit
CR = Credit
NC = No Credit
I = Incomplete
IP = In Progress
W = Withdraw
WP = Withdrawal Pass
WF = Withdrawal Fail

All courses taken at Clarkson College within the same division (undergraduate or graduate) will be included in the Cumulative Grade Point Average (CGPA).

A student may remove a grade from the CGPA by repeating the course. Both courses will permanently remain on the academic record/transcript, but only the higher grade (or most recent for duplicate grades) will be used in calculating the CGPA.

Grade Reports

Final grade reports will be available to students and advisors within one week following the end of a semester. Mid-term grade reports will be available to students one week following mid-term week.

Graduation Requirements (Policy AA-8)

Students are responsible for initiating the action to conclude their college degree work by completing the Clarkson College Graduation Application.

Students must fulfill all of the following requirements for graduation to be eligible for the awarding of a certificate and/or degree.

1. Candidacy for graduation has been approved;
2. All academic requirements have been met;
3. Financial obligations have been met

Procedure:

The completed application must be submitted to the Registrar's Office one semester prior to the semester of graduation according to the following timeline:

1. No later than the 10th week of the Fall or Spring Semester or
2. No later than the 4th week of the Summer Semester prior to the semester of graduation.

The Registrar's Office will initiate a graduation audit after receiving the student's application for graduation. The audit is emailed to the student and their academic advisor is copied.

Students who are not passing their required courses by Monday of the week of graduation (5 business days prior to commencement) will not be eligible to participate in the graduation ceremony; cap and gown fees will be non-refundable. Students will be notified by their Program Director.

The Registrar's Office will not send information nor correspond with any licensing agency, certification program, or credentialing center regarding program completion until all of the above obligations have been met.

A signed diploma will be issued upon verification of successful completion of all course work, program requirements, and when all financial and academic obligations have been met.

Health and Safety Requirements (Policy SW-7)

All Clarkson College students, at their own expense (non-refundable), may be required to complete certain health and safety requirements according to individual program needs. Students will not be allowed access to classes and/or attend clinical, per program specifications, when out of health and safety compliance. Students

will be provided specific instructions for their academic program health and safety requirements.

Health and safety requirements are subject to immediate change in order to maintain compliance with state and federal requirements, Center for Disease Control requirements and standards of practice.

Health & Safety Information:

https://www.clarksoncollege.edu/student-life/health-safety/

Identification Badge (Policy SS-10)

An identification badge is issued to all Clarkson College students.

Procedure:

The identification badge can be used to obtain a parking permit, as identification in patient care areas, to write a check, to check out books from the Library, and at various other functions when a valid student identification card is required.

There is a replacement charge for lost identification badges.

Incomplete Grades (Policy AA-10)

A final grade of Incomplete "I" is a temporary grade but must be maintained on the Academic Record (transcript) until a grade is assigned.

Procedure:

Assignment of an "I" is at the discretion of the course instructor and appropriate Director. The student who is passing in a course may be assigned a final grade of "I" if some portion of the course work remains unfinished or if there is an Academic Integrity issue under review.

Students who receive an incomplete during the semester that they apply for graduation must complete course requirements by census day of the following semester. The graduation date for students, who fail to meet course requirements by the required deadline, will be moved to the next semester graduation and graduate at the end of the appropriate term.

An Incomplete Grade Form must be completed and signed by the instructor identifying the reason for requesting an incomplete, the specific work that the student must complete to receive a final grade, and the date by which the work must be completed. An incomplete grade must be removed within the time designated by faculty or the "I" will automatically convert to an "F" grade.

Independent Study (Policy AA-41)

Independent Study refers to courses concerning special topics arranged under the supervision of Clarkson College faculty.

Procedure:

Students may pursue Independent Study if a faculty member is available to supervise the experience. The project or study to be pursued by the student must be approved by the program director. No more than six (6) credit hours of undergraduate or graduate course work may be pursued as Independent Study.

Information Security Program (Policy IT-9)

This policy outlines the Information Security Program ("Program") at Clarkson College. This policy directs the program to effectively secure data and information at Clarkson College and comply with regulations such as the Gramm-Leach-Bliley Act. Clarkson College follows NIST publication SP 800-171 as a baseline to guide its information security framework.

Procedure:

Designation of Representatives:

The Director, College Technology Services is appointed as the Program Officer who shall be responsible for coordinating and overseeing the Program. The Program Officer may designate representatives in applicable departments to be responsible for maintaining covered data and information who shall take serious and meaningful steps to protect information in accordance with the Program. (see Appendix)

These designated representatives' roles, responsibilities, and the steps they take are consistent with Clarkson College's policies IT-10 Data Classification and Protection and IT-11 Data Stewardship.

Covered Data and Information:

In this Program, the term "covered data and information" is defined as and includes Student Financial Information required to be protected under the Gramm-Leach-Bliley Act (GLBA), as well as credit card information protected by the Payment Card Industry Data Security Standard that received in the course of business by the College. Covered data and information includes both paper and electronic records.

Student Financial Information is defined as information that the College has obtained from a student in the process of offering a financial product or service, or such information provided to the College by another financial institution. Examples of offering a financial product or service include offering student loans to students, receiving income tax information from a student's parent when offering a financial aid package, and other miscellaneous financial services as defined in 12 C.F.R 225.28. Examples of student financial information include bank and credit card account numbers, income and credit histories, and Social Security numbers.

Elements of the Program:

1. **Risk Identification and Assessment.** As part of the Program, the College intends to identify and assess internal and external risks to the security, confidentiality, and integrity of nonpublic financial information that could result in the unauthorized disclosure, misuse, alteration, destruction or other compromise of such information. These risks include, but are not limited to:

a. Unauthorized access of covered data and information by someone other than the owner.
b. Compromised system security as a result of system access by an unauthorized person
c. Interception of data during transmission
d. Loss of data integrity
e. Physical loss of data in a disaster
f. Corruption of data or systems
g. Unauthorized access through hard copy files or reports
h. Unauthorized transfer of covered data and information through third parties

This is not a complete list of risks associated with the protection of covered data and information. Since technology is ever-changing, new risks are created regularly. In response, the College actively monitors new risks through the IT Risk Assessment.

2. **Design and Implement a Safeguards Program.**
    a. Security Awareness Training.
        i. Clarkson College makes its policies outlining the safeguarding of information available to all employees. Employees are informed of the location of these policies upon employment and are educated to understand and adhere to them.
        ii. Clarkson College employees working in areas that interact with covered data and information are required to undergo security awareness training upon hire and annually thereafter to obtain and maintain access to information systems. Topics of the training may include proper security, handling, and disposal of "Sensitive Data" and "Restricted Data" in addition to, cyber security best practices and phishing/pretexting training.
        iii. Security awareness training will be centrally provided to all Clarkson College employees (faculty, staff, administration, program directors, etc.).
        iv. It is the responsibility of the manager to enforce that required training is completed.
    b. Information Systems and Information Processing and Disposal.
        i. Clarkson College will take reasonable and appropriate steps consistent with current technology developments to provide for the security, safety, and integrity of all covered data and information. NIST publication SP 800-171 will be used as a baseline to define gaps in security.
        ii. When commercially reasonable, encryption technology will be used for both storage and transmission of covered data and information.
        iii. Upon disposal of hardware, a record providing proof of destruction will be kept on file for systems containing covered data and information.
    c. Detecting, Preventing, and Responding to Threats.
        i. The Program Officer may designate representatives of the IT department to be responsible for the monitoring of threats, verification of system integrity, scanning of potential vulnerabilities, and remediation of risks.
3. **Overseeing Service Providers**
    a. Due to various constraints or specialized needs, outside service providers may be needed to provide resources the College determines not to provide on its own.

b. In choosing service providers, an evaluation will be done to determine that the provider is capable of meeting the required safeguards for confidential financial information.

c. Example provisions may include;

    i. An explicit acknowledgement that the contract allows the service provider to access confidential information;

    ii. A specific definition or description of the confidential information being provided;

    iii. A stipulation that the confidential information will be held in strict confidence and accessed only for the explicit business purpose of the contract;

    iv. A provision providing the return or destruction of all confidential information received by the service provider upon completion or termination of the contract;

    v. An agreement that any violation of the contract's confidentiality conditions may constitute a material breach of the contract and entitles the College to terminate the contract without penalty; and

    vi. A provision ensuring that the contract's confidentiality requirements shall survive any termination agreement.

d. The appendix attached to this agreement outlines a model contract provision to be used with all future applicable service providers on or after July 1, 2017.

4. **Evaluation and Adjustment to Program**

a. The Information Security Program will be subject to periodic review and adjustment. The most frequent reviews will occur between the Program Officer and designated representatives in response to risk identification, new threats, changing technologies, and compliance regulations.

b. The Program Officer will designate a role or function that maintains a plan of action to address identified improvements based on the periodic reviews and track completion of activities designed to correct deficiencies and reduce or eliminate vulnerabilities. The plan will be reviewed by the Program Officer and designated representatives to ensure progress is made to appropriately manage risk and improve the College's information security posture.

c. The Information Security Program will be subject to annual policy review before Operations Council. Covered items may include:

    i. Review of compliance and operational imperatives

    ii. Review of the Information Security Program

    iii. Review of IT Risk Assessment

    iv. Review of Service Provider controls

    v. Review of Incident Response Plan

    vi. Review of current compliance requirements and controls

    vii. Vulnerability and Security Awareness Training results

    viii. Recommendations for program changes.

    ix. Recommendations for budgetary adjustments

Appendix:

Listed below are the designated department representatives for the Information Security Program.

- Financial Aid: Director, Financial Aid
- Registrar's Office: Registrar
- Admissions: Director, Admissions
- Finance: Controller
- Human Resources: Director, Human Resources
- Information Technology: Director, College Technology Services
- Academics: VP, Academic Affairs
- Professional Development: Director, Professional Development
- Facilities: Director, Facilities

International Admissions (Policy AD-2)

An international student applying for admission and requiring an I-20 (Certificate of Eligibility for Nonimmigrant Student Status) must complete Certification of Financial Responsibility (CFR) paperwork for student accounts prior to an application decision. Student must be admitted one month prior to the start of the term for processing. This form is built into the Salesforce (CRM) application checklist.

Qualifying on campus international students may be issued an and will need to provide supporting documentation from a bank or financial institution of the financial sponsor as outlined in the CFR. Clarkson College is not able to issue an I-20 for non-degree courses or programs that are online.

- Official transcripts are required from all educational institutions the student has attended or iscurrently attending. Transcripts from all institutions outside the U.S. must be official, translated to English and credentialed. You may choose from one of the following agencies to have your transcripts evaluated: World Education Services, International Education Research Foundation or Educational Credential Evaluators Inc. Transcripts will not be accepted unless they have been evaluated.

International Transcripts:

Regardless of citizenship status, any student with transcripts outside the United States must have those transcripts evaluated and translated to US standards. Official transcripts are required from all educational institutions you have attended or are currently attending. Transcripts from all institutions outside the U.S. must be official, translated to English and credentialed.

- A student may choose from one of the following agencies to have transcripts evaluated: World Education Services, International Education Research Foundation or Educational Credential Evaluators Inc. Transcripts will not be accepted unless they have been evaluated.

Institutional Review of Research Involving Human Subjects (Policy OG-8)

All research proposals submitted by faculty, staff, or students from within or outside Clarkson College that involve human subjects who are part of the Clarkson College

community, must be reviewed and/or approved by the Clarkson College Institutional Review Board (IRB) prior to data collection.

Procedure:

In the conduct of cooperative research projects, each institution is responsible for safeguarding the rights and welfare of human subjects and for complying with this policy. All procedures related to the IRB application process and operation can be found on the Clarkson College webpage.

The Clarkson College IRB abides by policy and procedure with the United States Department of Health and Human Services under the Office for Human Research Protections (OHRP) and within the terms of the Federal wide Assurance (FWA) for the protection of human subjects.

Interprofessional Education and Service Requirements (Policy AA-54)

Interprofessional Education (IPE) at Clarkson College is a program, through a zero credit course, designed to provide students, faculty, and staff with an overview of health care professionals' roles and responsibilities, which focuses on how to provide client-centered care that embodies values and ethics; insight into how to collaborate with the interdisciplinary health care team using effective communication that is respectful and assertive; and ways to develop leadership skills and take accountability for behaviors (IPEC, 2011). The ultimate goal is to optimally promote teamwork and improve collaborative skills for positive outcomes. The IPE program is tied directly to the Clarkson College Student Success Skills of Communication, Critical Thinking, Technology, Professionalism and Diversity.

The IPE course is pass/fail and will be recorded on students' transcripts. Students will be expected to complete the course and their three (3) IPE events (one in each category of service, knowledge, and College community), while enrolled as a Clarkson College student, before graduation, to receive their diploma.

Clarkson College defines Service as College-related activities in which students, administrators, faculty, and staff engage in a mutually beneficial relationship with an identified agency or group. Service reflects a holistic view, which focuses on how individuals provide high quality, ethical, and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect theory with practice, and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete Designated Service Course(s) as a component of their program of study. All graduate students will complete a minimum of one (1) service course as a part of their program of study. Undergraduate students will complete a minimum of two (2) service courses as a part of their program of study. Designated Service Courses can be found in the Clarkson College Academic Catalog. Successful completion of service experiences is required to pass Designated Service Course(s).

Procedure:

During the first semester, all incoming students will enroll in the IPE course and are expected to complete the first four (4) modules in that semester and the fifth (5) module before graduation. Tracking will be completed through Canvas and recorded in the Registrar's Office. The IPE program webpage is available to provide a list of IPE experiences and procedures on establishing an IPE experience. All IPE experiences must be pre-approved.

Program directors will update the listing of all service courses on an annual basis during the curriculum and catalog review. Courses are designated by a diamond symbol in the catalog and print materials.

IT Resources Acceptable Use (Policy IT-2)

The Information Technology (IT) resources at Clarkson College are provided for the exclusive use of enrolled students, faculty, staff, and individuals directly affiliated with Clarkson College consistent with the mission of the College.

IT resources include, but are not limited to, the computers, printers, networks, servers, online and offline storage media, software, and data files that are owned, managed, or maintained by Clarkson College. IT resources also include, but are not limited to, information systems, learning management systems (i.e. Canvas), email, computer software, software-as-a-service (SaaS) solutions, and identity management products.

Procedure:

Acceptable Use

Clarkson College users are responsible for the following published guidelines to access Clarkson College IT resources:

1. A user must use only the system account(s) that has been authorized for his/her use.
2. Users are responsible for the use of their system accounts. Users should make appropriate use of systems-provided protection features such as passwords and file protections and should take precautions against others obtaining access to their system accounts. Users should not make an account available to others for any purpose. If assistance is needed in gaining access to IT resources, contact the Information Technology Help Desk.
3. IT resources must be used only for the purposes for which they are authorized. For example, student, faculty, and staff accounts issued for legitimate classroom or office work cannot be used for private consulting, commercial enterprises, and/or personal financial gain.
4. Playing computer games (other than for educational purposes) on Clarkson College computers is not allowed and may result in the loss of access to Clarkson College IT resources.
5. Clarkson College grants e-mail access to all authorized faculty, students, alumni, staff, and administration as a privilege, not as a right. When a user accepts an e-mail account to use Clarkson College services, he/she acknowledges the

responsibilities for proper use of e-mail. Concerns regarding the use of e-mail should be reported to the Director of College Technology Services.

6. Users will not try to access other users' e-mail accounts or other unauthorized areas of the college computer system.
7. Users will not use IT resources to violate established federal, state, and local laws.
8. IT resources shall not be used as a means to terrify, intimidate, threaten, harass, or discriminate against another person and constitutes grounds for suspension of access to Clarkson College computers, systems, networks, learning management systems, etc., and may result in disciplinary and/or legal action.
9. User profile pictures should be headshots and focus only on the individual with neutral backgrounds. Attire should be professional in nature. Clarkson College prohibits the use of images containing nudity, sexually graphic material, or material that is otherwise deemed inappropriate. Clarkson College reserves the right to remove any profile picture that violates this policy and take appropriate actions as outlined by the student code of conduct and/or employee and faculty handbooks.
10. Users shall not access, copy, or transport Clarkson College programs, files, or data without prior authorization. User software and/or software subscriptions may be used on computers only if the product has been legally obtained and if its use does not violate license or copyright restrictions. Any software or software subscriptions not approved or purchased by Clarkson College will not be placed on Clarkson College machines or utilized without approval from the Information Technology department. Such software may not receive support from the IT department and may be subject to immediate removal or discontinuation. Users may not (nor attempt to) inspect, modify, distribute, or copy privileged data or software, except for users who have been given prior special permission to work with data in accomplishing their job responsibilities, e.g. reporting, etc.
11. Users shall not attempt to encroach on others' use of the computing facilities or deprive them of IT resources.
12. Users shall not attempt to modify systems infrastructure. Users should not damage or obstruct the operation of the computer systems, software, services, or networks.
13. Users shall not supply, or attempt to supply, false or misleading information or identification in order to access to an IT resource.
14. Users shall not attempt to subvert the restrictions associated with any system accounts.
15. Users shall not engage in illegal Peer-to-Peer (P2P) file sharing on Clarkson College networks. Clarkson College will use available technologies to block P2P file sharing applications in accordance with the Higher Education Opportunity Act. If necessary, Clarkson College IT will assist users in finding legal alternatives to software and services deemed as "illegal."
16. Users will only upload, disseminate, transmit, or share files that have been legally obtained, and where use does not violate any licensing or copyright restrictions.

Privacy is not guaranteed, and users should have no general expectation of privacy in accounts on Clarkson College IT resources. Under certain circumstances, it may be necessary for IT staff or other members of Clarkson College administration to access Clarkson College accounts. These circumstances may include, but are not limited

to, maintaining the system, investigating security or abuse incidents, or investigating violations of this or other Clarkson College policies. Clarkson College employees may also require access to an email account in order to continue business where the email account holder will not or can no longer access the account for any reason (such as death, disability, illness or separation from the College for a period of time or permanently). Such access will be permitted on an as-needed basis and any information assets accessed will only be disclosed to individuals who have been properly authorized and have an appropriate need to know or as required by law.

Disciplinary action for violations shall be governed by policies and procedures of Clarkson College and/or Statutes of the State of Nebraska and federal law, including civil and criminal legal actions. Persons who violate this policy may have their access privileges to Clarkson College computing systems revoked if determined necessary by the governing authority.

This policy will be placed in the College Academic Catalog for all students to read. An email will be sent annually to all students disclosing this policy.

Last Date of Attendance (Policy AA-63)

Federal regulations (34 CFR 668.22) require that when a recipient of Title IV grant or loan assistance withdraws during a payment period or period of enrollment in which the recipient began attendance, Clarkson College must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date.

The school must demonstrate the student has remained in academic attendance through a specified point in time. Clarkson College is classified as an institution that requires attendance to be taken throughout the semester. The last date of attendance is used as the withdrawal date. The financial aid office must be notified within fourteen (14) days of the date of last attendance and federal funds must be returned within (45) days after the last date of attendance.

Students must attend all classes (on-campus/online) in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Each program determines specific attendance policies to ensure regular and substantive interaction between faculty and students. Students in skills laboratory courses, clinical courses, practicums, and internships are required to attend. Classes may be made up within the same semester at the discretion of the faculty. In those cases where a crisis (as identified by the course faculty) has occurred, course faculty must be notified, if possible.

Per (34 CFR 668.22), determination of the student's last day of attendance must be based on an academically related activity, as documented by the school. The school must verify the activity as academically related and that the student attended the activity.

- "Academic attendance" and "attendance at an academically-related activity" include, but are not limited, to physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Submitting an academic assignment

- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Do not include activities where a student may be present, but not academically engaged, such as:

- Living in institutional housing
- Participating in the institution's meal plan
- Logging into an online class without active participation
- Participating in an academic counseling or advisement

STUDENT NON-ATTENDANCE REPORTING PROCEDURES

1. Faculty are expected to inform students in writing of Clarkson College attendance policies in all their course syllabi.
2. Each faculty member must take daily/weekly attendance in all theory, lab, clinical and online class sessions.
3. Faculty are expected to report, within two (2) working days of the last class missed, the names of students who have failed to complete academically related activities, and:
   a. have **two (2)** or more consecutive **unexcused** absences in a semester to the Registrar's Office, using the forms designated for reporting non-attendance
   b. have **three (3)** or more consecutive **excused** absences in a semester to the Registrar's Office, using the forms designated for reporting non-attendance
   c. have **three (3)** or more consecutive absences in **combination** of excused or unexcused in a semester to the Registrar's Office, using the forms designated for reporting non-attendance
4. Faculty submits the names of students with absences, as above, throughout the semester to the Registrar's Office.
5. The Registrar's Office sends a non-attendance letter to the student indicating awareness of the specific classes missed and communicates the potential consequences. The student will be advised to contact the faculty member immediately to regain continuity of class requirements. Failure to do so may result in course failure and possible administrative withdrawal/dismissal from the program.
6. Copies of the non-attendance letter and the non-attendance form are routed to the Instructor, Program Director, Academic Advisor, and Student Financial Aid.
7. The Registrar's Office tracks non-attendance in PowerCAMPUS on the "Attendance" tab, listing year, term, course, and last date of attendance.
8. The program director will attempt to email or call the student after the non-attendance letter from the registrar has been received. If no communication is returned, a follow up phone call to the student's emergency contact may be completed, for the wellbeing of the student. No academic information will be shared with the contact outside of FERPA guidelines.

Law Enforcement on Campus (Policy SW-33)

Campus security is coordinated by the UNMC Public Safety Department.

Procedures

The UNMC Public Safety Department consists of 86 officers, both armed and unarmed. Officers undergo continuous on-the-job training to upgrade their skills. Officers conduct foot and vehicular patrols of the campus 24 hours a day in an effort to deter criminal acts. Unsafe conditions noted by UNMC Public Safety Officers during campus patrols are reported to Facilities Management and Planning.

On campus, the UNMC security department enforces all University regulations. The UNMC security department also works very closely with the Omaha Police Department and county, state and federal authorities.

Students, faculty and staff members are encouraged to make accurate and prompt reports to the UNMC Security Department and external law enforcement agencies. The department may assist students who choose to ask for help in notifying other appropriate authorities of offenses committed.

Leave of Absence (Policy AA-30)

A Leave of Absence (LOA) is a break from Clarkson College for a specified period of time. Permission for an active student to have a LOA requires the approval of the student's advisor or program director, along with the reason for the request on the Change of Registration form. Leaves are granted for a minimum of one (1) semester and a maximum of three (3) consecutive semesters. Any student on a LOA who does not register in any classes after the time they have indicated or within three (3) consecutive semesters will be automatically withdrawn from the College and are then subject to the Readmission policy (AD-10).

Active Duty Service Member or Spouse

Any active duty service member, including a member of a state National Guard or reserve forces or a spouse of a duty service member with dependent children, who is called to perform either state or federal military duty that would interfere with the member's ability to complete the current term of instruction, will be granted a LOA, upon submission of a copy of written orders. LOA's will be granted for the periods of active duty. A LOA is not granted for voluntary active duty or training when the member could schedule the training to avoid a conflict with school instruction. Academic standing prior to being ordered to military duty will be restored, upon his or her release of duty, without loss of status, academic credits previously earned, scholarships or grants awarded by the college. The leave cannot exceed five (5) years. One of the following options will be granted:

1. To withdraw from the student's entire registration and receive a full refund for the student's current semester of tuition and mandatory fees.
2. To make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such

arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses.#Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped, and the tuition and mandatory fees for the course refunded.

Procedure:

1. A LOA must be completed on the Change of Registration form. Documentation of student communication should be included with the form. Any student who has been placed on a leave that has not returned communication with their program director/advisor will only be allowed to do so for one (1) semester.
2. The form must be submitted to the Registrar's Office prior to census day of the semester in which the LOA will start.
3. The form is then submitted from the Registrar's Office to the Financial Aid Office for further contact with the student.
4. The Student Accounts will receive the form for active duty service members.

Letter Grades and Quality Points (Policy AA-6)

Clarkson College faculty may assign grades from the following:

A+	= 4.00 quality grade points	D	= 1.00 quality grade points
A	= 4.00 quality grade points	F	= 0.00 quality grade points
A-	= 3.67 quality grade points	W	= 0.00 quality grade points
B+	= 3.33 quality grade points	WP	= 0.00 quality grade points
B	= 3.00 quality grade points	WF	= 0.00 quality grade points
B-	= 2.67 quality grade points	P	= 0.00 quality grade points
C+	= 2.33 quality grade points	NP	= 0.00 quality grade points
C	= 2.00 quality grade points	I	= 0.00 quality grade points
C-	= 1.67 quality grade points	IP	= 0.00 quality grade points

Procedure:

For courses completed at Clarkson College an A+, A, A-, B+, B, B-, C+, C, C- and D carry Quality Grade Points, used for calculating a student's Cumulative Grade Point Average (CGPA), a grade of "D," "F," or "NP" in undergraduate major, support and Core courses is considered failing. A grade of "C," "D," "F," or "NP" in graduate course work is considered failing.

Liability Insurance (Policy SW-12)

Clarkson College students enrolled in both credit and professional development courses are covered by the College's blanket professional liability policy, which is intended to cover the student when engaged in their prescribed curriculum and course work. This policy is limited to coverage of the student in the student role only; it does not cover the student as an employee. It is a blanket liability insurance so there are no individual applications or individual policies. Clarkson College also recommends any licensed student employed in the health care field carry their own professional liability insurance.

Media (Policy OG-12)

It is the policy of Clarkson College that all contact with the news media will be carried out through the Marketing Department in order to centralize the point of contact in facilitating and providing services to reporters, to assist in the management of situations involving the news media, and to provide for increased protection of confidentiality of students and employees.

Procedures:

1. Initial contact made to news media
   a. The Director of Marketing or designated staff will initiate all contact with the news media.
   b. College employees with story ideas should relay those ideas to the Director of Marketing.
      i. The Director or designated staff will then contact the news media if appropriate.
      ii. The Director or designated staff will work with the appropriate office or department for coordination of contact between themselves and the news media.
2. Other news media inquires
   a. The release of student information will be in accordance with the Family Rights and Privacy Act of 1974.
   b. All requests made by media representatives directly to employees of Clarkson College should be referred to the Director of Marketing.
   c. The Director will work with the appropriate employee and or department head to coordinate the contact between themselves and the news media.
3. Audiovisual recording or interviewing by news media
   a. Permission to film, videotape, photograph, or interview employees and/or students of Clarkson College should be coordinated through the Marketing Department. Employees and students will need to sign a media release form.

b. Non-Clarkson College personnel who are filmed, photographed, videotaped or interviewed should sign a consent authorization for mass media use. All consent forms for such are the responsibility of the Marketing Department and will be filed by that office accordingly.
4. Media Visits
    a. The Director of Marketing or designated staff will escort media representatives during visits to campus.
    b. News media representatives who arrive at Clarkson College unannounced or unplanned should be directed to the Marketing Department.
    c. The Director of Marketing should notify Public Safety of planned news media visits during non-business hours, with instructions regarding the visit.

Missing Student (Policy SW-34)

The missing student policy establishes procedures for the response of Clarkson College to reports of missing students, as required by the Higher Education Opportunity Act. This policy applies to students who reside in campus housing. However, if a non-resident Clarkson College student may be missing, UNMC Public Safety should be contacted.

For purposes of this policy, a student will be considered missing. A student is considered missing if a roommate, classmate, faculty member, family member or other campus individual has not seen the student for a reasonable amount of time. A reasonable amount of time may vary with the time of day and information available regarding the missing student's daily schedule, habits, punctuality, and reliability. Individuals will be considered missing immediately, if their absence has occurred under circumstances that are suspicious or cause concerns for their safety. If the initial report that a student is missing is made to a department other than UNMC Public Safety, the employee receiving the report will ensure that UNMC Public Safety is contacted immediately

Procedures:

Designation of Emergency Contact Information

Students who reside in an on-campus housing facility will be given the opportunity during their housing registration process to designate an individual or individuals to be contact by Clarkson College "in case of emergency." In the event a student is reported missing, Clarkson College personnel will attempt to contact his/her emergency designee(s) no more than 24 hours after the time that student is determined to be missing, in accordance with the procedures set forth below. An emergency contact designee(s) will remain in effect until changed by the student.

Official Notification Procedures for Missing Persons

- Any individual on campus who has information that a student residing in campus housing may be a missing person must notify UNMC Public Safety as soon as possible.
- UNMC Public Safety will gather information about the student in question from the reporting person and from the student's acquaintances (description, clothes last

worn, where student might be, who the student might be with, vehicle description, information about the physical and mental well-being of the student, an up-to-date photograph, class schedule, etc.). Appropriate campus staff will be notified to aid in the search for the student.

- If the above actions are unsuccessful in locating the student within 24 hours of the report or it is apparent immediately that the student is a missing person (e.g., witnessed abduction), UNMC Public Safety will contact the Omaha Police Department to report the student as a missing person and the local law enforcement agency will take over the investigation.
- No later than 24 hours after determining that a residential student is missing, UNMC Public Safety will notify the emergency contact that the student is believed to be missing.
- If the missing student is under 19 years of age and is not emancipated, the student's custodial parent or guardian or other designated contact person will be notified within 24 hours of determining the student is missing.

Campus Communications about Missing Students

In all cases of a missing student, where the student is declared missing by UNMC Public Safety after an initial investigation, the law enforcement agency conducting the subsequent investigation will provide information to the media that is designated to obtain public assistance in the search for any missing student. Clarkson College Marketing Office is available to provide consultation on communication with the investigating law enforcement agency. Any media requests to Clarkson College will be directed to the Marketing Department.

Non-Smoking (Policy SW-16)

Clarkson College is a smoke-free environment. Smoking is strictly prohibited anywhere in the buildings (including Residence Halls) on the College campus and on the grounds of the College campus.

Equal Opportunity and Non- Discrimination (Policy SW-1)

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school-administered programs. Questions regarding Title IX may be referred to the Title IX coordinator or to the Office of Civil Rights. The Director of Academic Success serves as the Title IX Coordinator and is located in the Success Center. The Title IX Coordinator can be contacted at 402.552.2693 or 1.800.647.5500. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Director of Human Resources, Daniel Wojtalewicz at wojtalewiczdaniel@clarksoncollege.edu. Questions

regarding accommodations for student disabilities should be directed to the Academic Success Director at accommodations@clarksoncollege.edu.

Online Education

Center for Teaching Excellence
PH 402.552.2216 **TF** 800.647.5500
cte@clarksoncollege.edu

Clarkson College offers a number of online and hybrid courses each semester via online education.

Online education is a form of distance education where the educational content is delivered asynchronously over the Internet. Expectations of online education students are the same as students attending classes on campus. An online course will take at least the same amount of time as a traditional course. Time spent in the classroom is replaced with reading, completing assignments, listening to presentations, participating in online discussions, and using web-based technologies such as email to communicate with classmates and faculty.

Some courses are offered in hybrid format. Hybrid courses include aspects of both online and face-to-face instruction, where up to 49% of the traditional face-to-face instructional time is replaced with online work. Students are typically expected to complete assignments, quizzes, and exams via the Online Campus, and required to be on Campus for other portions of the course. A hybrid course will take at least the same amount of time as a traditional or online course. Support services are provided to ensure online and hybrid education students have similar access to the educational resources available on campus.

Student Petition for Reconsideration (Policy SW-22)

A student may file a petition for reconsideration requesting an exception to a decision or policy because of extenuating circumstances. Extenuating circumstances rarely occur and are unforeseeable, unpreventable and are expected to have a serious impact on performance. The petition for reconsideration policy is designed to resolve disputes between an individual and an institution that might occur over such issues as grades (except grades related to academic integrity issues), billing, financial aid, course transfer, degree requirements, other similar disputes, or to review events or circumstances that have occurred in an individual's particular relationship with an institution. Any allegations of discriminatory or retaliatory conduct should be pursued through the student grievance process.

Clarkson College complies with all applicable federal, state and local laws relating to discrimination, which pertain to its students and prospective students. This includes such laws as Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1972 and The Americans with Disabilities Act. The College prohibits retaliation against a Complainant or other person(s) who participate(s) in Grievance proceedings or Petitions for Reconsideration. Complaints of discrimination on the basis of sex may be filed with the U.S. Department of Education. Office of

Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, (816) 268-0550.

Petition Procedure:

Step 1: All Petitions for Reconsideration forms must be submitted to the Registrar's Office within one semester following the incident, and should be thoroughly completed with evidence.

Step 2: The Registrar's Office will convene a committee meeting within 5 business days of receipt of the Petition for Reconsideration Form. The committee formed will include the individual(s) being petitioned, a representative from the registrar's office, and one additional representative.

Step 3: The decision regarding the Petition for Reconsideration will be made at that committee meeting.

Step 4: The Registrar will notify, the petitioner of the decision via their Clarkson email, and will also send notification to all involved parties within 5 business days.

Step 5: If after receiving the results the petitioner still believes the decision is inequitable, a new Petition for Reconsideration may be filed to the next level of authority as stated on petition form (within 14 business days). The above procedure will be used at the next level of authority.

Step 6: If the student is not satisfied with the decision of the Petition for Reconsideration, the final step is petitioning the appropriate Vice President or the College Controller within 14 business days of the Petition for Reconsideration decision.

Step 7: The appropriate Vice President or Controller will respond within 5 business days. Decisions made by the Vice President or Controller shall be final.

Petition for Reconsideration form:

 https://www.clarksoncollege.edu/default/assets/File/
StudentPetitionforReconsiderationPolicyForm.pdf

Petition for a Course Offering

Students may petition the Vice President through the appropriate dean/program director to offer courses not listed on the course schedule. If a sufficient number of students agree to enroll in the course and appropriate faculty, space and resources are available, the course will be added to the schedule. Students are encouraged to petition as early as possible in order for the College to consider the request.

A Petition for Reconsideration form should be completed and forwarded to the appropriate dean/program director to initiate a course offering.

Privacy (Policy IT-3)

Clarkson College values individual privacy and understands the importance of privacy when storing or transmitting personal information provided by individuals or collected while using college information systems. Clarkson College protects the privacy of

individuals and the confidentiality of official information stored on its information systems while balancing the need for the college to manage and maintain healthy and secure systems.

1. Information Privacy
   a. General Privacy
      i. Clarkson College shall limit the collection, use, disclosure or storage of Personally Identifiable Information (PII) to that which reasonably serves the academic, research, or administrative functions, or other legally required purposes of the College. Such collection, use, disclosure and storage shall comply with applicable Federal and state laws and regulations, and College policies.
   b. Information That May Be Disclosed to Third Parties
      i. Legal Requirements: The College may release records in response to a lawful subpoena, warrant, or court order or where such records could be required or authorized by law to be produced or lawfully requested for any other reason, including disclosure to a government agency.
      ii. Authorized Persons: Records may be disclosed to authorized Clarkson College employees, and authorized individuals performing work for the College who require the information for the performance of their duties.
      iii. Protection of College Interests: The College may disclose information contained in records to protect its legal interest when those records may be related to the actions of an individual that the College reasonably believes may violate or have violated his/her conditions of employment or threaten injury to people or property.
      iv. Emergencies: Information may be disclosed if, in the judgment of the designated custodian of such records, disclosure is necessary to protect the health, safety or property of any person.
   c. Expectation of Privacy
      i. Clarkson College recognizes the reasonable privacy expectations of its employees, affiliates, and students in relation to their personal information, including papers, confidential records, and communications by email, telephone, and other electronic means, subject only to applicable state and federal laws and College policies. Clarkson College will not monitor such information without cause except as required by law or permitted by Clarkson College policy.
2. Specific Categories of Information
   The below are data use constraints related to certain types of data collected, processed, stored, or published by Clarkson College.
   a. Academic and Administrative Information
      i. It is the policy of Clarkson College to collect only the personally identifiable information (PII) that is required to provide academic and administrative services to you. When students enroll in classes or employees are hired by Clarkson College, personal information provided by the individual such as name, address, Social Security Number (SSN), and related information is collected and stored on Clarkson College computer

resources. Throughout the course of the individual's association with the College, additional personal information is collected and stored.

b. Information Systems

i. In the course of ensuring healthy and secure information systems, the College has deployed automated technology services to monitor network traffic for performance; detect unauthorized transmission of Restricted Data; identify intrusion attempts; and detect spam, malware, and other malicious attacks which could damage College information systems. Information from these devices is used solely for maintaining a healthy and secure environment for Clarkson College information systems. Clarkson College does not perform routine monitoring that personally identifies one's use of College information systems.

c. Information Collected for Service Provisioning

i. On occasion, Clarkson College may collect information from and about users to synchronize systems or update the experience between the user and the College. Clarkson College will not sell, trade, or share the information collected per this policy. Information collected will be used solely for the purpose for which it was intended.

d. Information Collected From the Website

i. The Clarkson College website, including affiliated web sites owned by Clarkson College are governed by the Clarkson College Online Privacy Policy.

3. Data Protection and Data Loss Prevention

a. Clarkson College Systems

i. In order to protect "Sensitive" or "Restricted" data entrusted to its care (See Policy IT-D10 Data Classification and Protection), Clarkson College reserves the right to monitor its networks to detect and respond to externally or internally generated attacks upon its systems, subject to the constraints of this Policy.

b. Vendor Contracts

i. In the event that a department or individual seeks to enter into a contract that involves PII, that particular department or individual is responsible for ensuring that adequate and appropriate safeguards and contractual provisions required by the IT-9 Information Security Program are in place relating to the collection, access, use, dissemination, and/or storage of this PII before entering the contract. Moreover, before a department or individual enters into a contract that involves the use of PII, that department or individual must (1) notify and consult every other unit or department across the college involved, either directly or indirectly, about the necessity for PII in the performance of the contract, (2) seek Executive Leadership Team (ELT) approval as defined in IT-10 Data Classification and Protection, and (3) seek approval from the Director, College Technology Services. The applicable safeguards shall be documented in writing in an appropriate manner to ensure compliance.

Program Completion (Policy AA-17)

All students must complete their program of study at Clarkson College within seven (7) years. This includes time spent on leave of absence.

Procedure:

If not completed, students will be withdrawn from the program and must re-apply.

Progression (Policy AA-2)

Students will not be permitted to progress to a higher level of course work in the major area of study until successfully completing the prerequisite courses. Any exceptions to this rule must have the approval of the Academic Program Director. Students who enroll in courses without successfully completing the prerequisite course(s) may be administratively withdrawn without prior notice.

Undergraduate students must maintain a 2.00 Cumulative Grade Point Average (CGPA) for successful completion of the program of study. A student who fails to maintain a 2.0 CPGA in any given semester will be placed on academic probation.

Graduate students must maintain a 3.0 CGPA for successful completion of the program of study. A student who fails to maintain a 3.0 CGPA in any given semester will be placed on academic probation.

Any undergraduate student may remove a "D" or "F" grade and graduate students may remove a "C", "D" or "F" grade from the calculation of CGPA by repeating the course. Both courses will permanently remain on the academic record/transcript, but only the higher grade (or most recent for duplicate grades) will be used in calculating the CGPA.

Procedure:

Undergraduate Certificate Programs and Associate of Science Degree Programs with exception of Health Information Technology

Students enrolled in Certificate or Associate of Science Degree programs must maintain a grade of "C-" or higher in each major, support and core courses. The academic program director in consultation with faculty and administration will determine which of the following actions will occur when a student receives a "D," "F," or "NP" "WP", "WF", "W" grade in a major, support or core course(s):

1. Dismissal from the program with the option to reapply the following year. Students would be expected to meet current admission requirements. There would be no guarantee of readmission.
2. Repeat the course the next semester it is offered at the discretion of the program director. Additional conditions may be required of the student.

Any student returning to a program must meet with the Program Director and may be required to complete an assessment and/or test. A fee may be charged to the student for the assessment and testing process. Any student who fails to pass an assessment and/or test may be required to repeat major courses previously taken.

A student who receives a non-passing grade in a major, support or core course after being readmitted or reenrolled will be academically dismissed from the program.

Any student who is dismissed from the Radiography program and is dually enrolled in the Medical Imaging program will be dismissed from both academic programs.

Associate of Science in Health Information Technology (HIT), Bachelor of Science & Post Baccalaureate Degree Programs

Students enrolled in Associate of Science in HIT, Bachelor of Science and Post Baccalaureate degree programs must maintain a grade of "C-" or higher in each major, support and core course(s). Failing grades include "WF", "D," "F," or "NP". Failed courses in the major, support or core course(s) must be repeated to achieve a passing grade.

Failed courses in the major, support or core course(s) must be repeated to achieve a passing grade (WP,WF or W are not considered a passing grade). A major support or core course may not be repeated more than one time. A student who fails a major, support or core course more than once will be dismissed from the program. Students who receive a "D" or "F" in a total of two courses in the major, support or core course(s) will be dismissed from the program.

- Any student who is dismissed from the Radiography program and is dually enrolled in the Medical Imaging program will be dismissed from both academic programs.
- A Medical Imaging major elective course can only be repeated once. A student who fails the same MI major elective course twice will be dismissed from the program.

A student may Withdraw Fail (WF) from any major, support or core course. After receiving a Withdraw Fail (WF) in a major, support or core course, the student must repeat the course for a grade.

A student may Withdraw Fail (WF) from only two major, support or core courses during his/her current program of study. A Withdraw Fail (WF) from a third major, support or core course will result in dismissal from the Undergraduate program.

Graduate Degree Programs

Graduate students, with the exception of Nurse Anesthesia students, must repeat any course they fail (grade below B-), but they are NOT allowed to repeat a course more than one time. Graduate students who receive a grade of "C," "D," "F," or "NP" in a total of two courses will be dismissed from the program.

Nurse Anesthesia students who fail a course will not progress with their cohort. They must reapply to the program for the following year, and if they are accepted, may repeat the failed course.

A student may Withdraw Fail (WF) from any major course. After receiving a Withdraw Fail (WF) in a major course, the student must repeat the course for a grade.

A student may Withdraw Fail (WF) from only two major courses during his/her current program of study. A Withdraw Fail (WF) from a third major course will result in dismissal from the Graduate program.

Public Complaint (Policy OG-20)

This policy details the rights of members of the public to file formal complaints against Clarkson College. Complaints may be verbal or written. Verbal complaints are considered informal and will be handled in the manner described below. Written complaints are considered formal and the Procedure for Formal Complaints is to be followed. Clarkson College student or employee complaints are addressed through the Grievance Policies stated in the Student Handbook or the Employee or Faculty Handbooks.

Procedure for Informal Complaints

1. Comments and complaints are emailed directly to marketing from the website and then will be forwarded to the appropriate department and cc'd to the President's office. Phone calls will also be directed to the appropriate department director and communicated to the President's office.
2. Informal (verbal) complaints by members of the public are addressed by the complainant and the responsible college administrator supervising the area. If through this process a mutually satisfactory resolution of the complaint cannot be reached, the complainant may put the complaint in writing using the complaint form available on the internet and move to the formal complaint process.

Online Public Complaint form

Procedure for Formal Complaints

1. Formal written complaints on the complaint form by members of the public are to be addressed by the responsible administrator supervising the appropriate area.
2. The administrator addressing the complaint is to gather information relevant to the complaint.
3. A written response is to be sent to the complainant. A copy of the complaint and the written response is to be sent to the VPAA and VPO.
4. If the complainant is not satisfied with the response, he/she may file a written complaint to the President. In such cases, the President will gather information and provide a final written response to the complainant with a copy to the VPAA and VPO.
5. The file of all formal complaints is to be securely housed in the VPOs office.

Procedure for Complaints to Third Parties

Complaints made by students or the public to third parties (e.g., Governor's Office, Congressional Office, Nebraska College System, Accrediting Bodies, etc.) will be addressed using the procedures set forth by the third party.

Readmission (Policy AD-10)

A new application with updated application materials and an application fee are required if:

1. More than three consecutive semesters has elapsed since the previous application, or
2. If the individual has withdrawn from the institution, or
3. On a leave of absence (LOA) for more than three consecutive semesters, or
4. If the applicant wishes to be reconsidered for a different semester after a previous denial, or
5. If changing program.

Procedure:

Students changing programs at Clarkson College must be in good standing and complete the Change of Program form.

The current admission requirements and application deadlines must be met for readmission.

The degree requirements of the current catalog will be utilized.

Registration/Add a Course (Policy AA-32)

All students must be registered by the end of the business day (4:30 pm CST) on the Thursday prior to the start of the semester.

Procedure:

A student may add a course(s) to their current schedule through the first five (5) days of instruction in a semester or prior to the second class meeting in a short term and are responsible for all late registration fee charges or other expenses. After the designated time, the approval of the instructor and the program director of the course(s) are required.

Reporting Criminal Offenses (Policy SW-36)

Potential criminal actions, sex offenses, and other emergencies on the Clarkson College campus can be reported directly by any student, faculty member, or employee to the UNMC Public Safety Department.

Procedure:

UNMC Security

- 4215 Emile Street Omaha, NE 68198
- 402-559-5111 (non-emergency line)
- 402-559-5555 (emergency line)

All other emergencies can be directed to 911.

Credit Hour Residency Requirement (Policy AA-28)

Credit hour residency requirements indicate the number of credits a student must complete within their degree plan from Clarkson College in order to graduate.

Procedure:

Associate Degree
A minimum of (40) credit hours of coursework required for the Associate Degree must be completed at Clarkson College.

Bachelor Degree
A minimum of (27) credit hours of coursework required for the Bachelor Degree must be completed at Clarkson College.

Undergraduate Certificate
A minimum of (12) credit hours of coursework required for the certificate must be completed at Clarkson College.

Graduate Degree
All but (9) credit hours of coursework must be completed at Clarkson College for Graduate Degrees (masters or doctorate degrees). Dissertation or Scholarly Project courses are not eligible to be transferred.

Graduate Certificate
All courses must be completed at Clarkson College as part of the graduate certificate program. Clarkson College Graduate Degree recipients may apply up to (9) graduate credit hours toward certificate completion.

Records Retention (Policy OG-2)

The purpose of this policy is to ensure the integrity and security of all documents and records created, received, or maintained during institutional business. To protect the interests of faculty, employees, students and of the College. To facilitate appropriate access to such documents and records, preserve the confidentiality of such records, as applicable, and reduce the cost of records maintenance. To inform all faculty, employees, and administrators of Clarkson College of the standards, requirements and responsibilities for the management, retention, and disposition of all records of the College. This policy applies to all faculty and staff of Clarkson College, hereinafter called the "College."

Definitions

The term "record" under this policy means all documents and records, whether written, electronic, or recorded matter, regardless of its physical form or characteristics, that are created, produced, received or maintained by faculty, employees or component of the College during their activities for and/or on behalf of the College or in the transaction of College business. Examples include, but are not limited to; academic files, administrative files, student files, financial and accounting records, correspondence, books, papers, letters, memoranda, forms, charts, reports, maps, drawings, plans, photographs, films, spreadsheets, computer records, microfilm, microfiche, electronic files, electronic mail, data processing output in media, video recordings, audio

recordings, and micrographics or any digitization magnetic tape or other electronic storage of any of these items.

It is the policy of the College that all records subject to this policy are the property of the College and neither the personal property, nor the property of a specific department. That such records are maintained in accordance with all applicable laws and regulations, the requirements of accrediting and other external agencies, and the standards and procedure prescribed herein. That records that are no longer needed or of no value are discarded or disposed of, as specified in this policy.

The College makes no claim to the original, intellectual property of faculty that was not created as part of their primary duties in teaching assigned courses, serving on committees, and other tasks assigned by College administration; unless extraordinary resources were provided and the College and faculty member negotiated and agreed to College ownership before work began. Examples include, but are not limited to; extensive lecture notes, books and articles, conference presentations and proceedings, works of fiction and nonfiction, poems and dramatic works, and pictorial and graphic works. This policy also does not apply to non-records which include preliminary drafts not circulated for comment, duplicate copies of correspondence, duplicate magazines, publications from professional organizations, newspapers, public telephone directories, electronic mail (e-mail) created during incidental use and transitory messages such as voice mail, telephone messages, self-sticking notes and other messages which are used primarily for the informal communication of information.

Procedure:

1. **General Principles and Responsibilities**
   a. All faculty and staff of the College are responsible for ensuring that all records are created, used, maintained, preserved, and disposed of in accordance with this policy. Electronic and computer records are to be managed consistent with the requirements for traditional records in compliance with this policy.
   b. All records that are essential to the continued functioning or operations of the College during and after an emergency shall be retained and protected to ensure the College's continued operations in the event of a natural or man-made disaster.
   c. Records containing confidential and proprietary information shall be securely maintained, controlled, and protected to prevent unauthorized access.
   d. The unauthorized use, removal, or destruction of records of the College is prohibited.
   e. No record or document may be falsified or inappropriately altered in any manner.
   f. Information pertaining to the unauthorized use, removal, or destruction of the College's records or regarding falsifying or inappropriately altering information in a record or document should be reported to the Controller.
2. **Maintenance of College Records**
   a. All records shall be maintained and retained in accordance with federal and state laws and regulations, the requirements of accrediting and other external

agencies, and the Records Retention Schedule herein (Attachment 1), and any subsequent amendments to such schedule.

b. All records shall be retained in a readable format regardless of changes in technology or equipment obsolescence. Printing out the documents and saving to a file system, maintaining the old equipment and software applications, or converting the records to new technology may meet this requirement.

c. Electronic mail (e-mail) communications, messages and documents transmitted by e-mail are subject to this policy, if otherwise in a paper format, and due to its contents they relate to duties and responsibilities for or on behalf of the College or in the transaction of College business. Such e-mail communications thereby must be retained consistent with the Record Retention Schedule in Attachment 1. Each e-mail user is responsible for sorting out messages subject to this policy and for the retention of such College records in compliance with the Records Retention Schedule in Attachment 1. The originator/sender of the e-mail message (or the recipient of a message if the sender is outside the College) is the person responsible for retaining the message. E-mail messages may be retained in electronic form in the mailbox for a period not to exceed ninety (90) days from its receipt or be printed and filed along with other documents related to the same topic or project. Users may delete e-mail messages that they are not required by this policy to retain (such as non-record
messages and transitory messages) and messages that are being retained in printed form.

d. Each department director shall serve as the Records Coordinator for their respective area. Each Records Coordinator shall be responsible for implementing and maintaining the records management program within their area consistent with this policy. Each Records Coordinator shall serve as a resource to answer questions regarding the retention and disposal of College records and provide training and guidance for all staff responsible for the execution of record retention and disposal procedures.

e. Each Records Coordinator shall prepare a listing of major records used and maintained by the department and shall compare it to the records listed in the Record Retention Schedule in Attachment 1. Any records not covered by the Record Retention Schedule under this policy shall be identified and submitted by the Records Coordinator in writing, together with the recommended retention for the prior approval, of the Records Retention Committee as provided below.

f. Each department head shall periodically, but not less than annually, review with the designated Records Coordinator currently used records to determine whether these records are adequate and appropriate for each department's requirements.

g. Each department director shall periodically, but not less than annually, review with the designated Records Coordinator the Record Retention Schedule in Attachment 1, to determine any special circumstances that necessitate changes in the retention periods. Requests for changes in retention periods or deviations from specified retention periods are to be submitted in writing to the Record Retention Committee and may be implemented only after its approval.

h. All proposed changes, additions, or revisions to the Record Retention Schedule in Attachment 1 shall be submitted in writing to the Record Retention Committee for its initial review and approval. The Record Retention Committee, in consultation with the College's Executive Leadership Team, shall research the legal, fiscal, administrative, and historical value of the records to determine the appropriate length of time the records will be retained. All approved changes will be incorporated into the Records Retention Schedule in Attachment 1 and distributed to the designated Records Coordinators.

3. **Disposal of Records**
   a. Records that have satisfied their legal, fiscal, administrative, and archival requirements are to be disposed of or destroyed in accordance with the Records Retention Schedule in Attachment 1.
   b. Records that cannot be destroyed include records with a permanent retention and records relating to or containing information regarding current, pending, threatened litigation or governmental investigation involving the College. In the event of a governmental audit, investigation, or current, pending, or threatened litigation or lawsuit, the College is under a legal obligation to preserve all relevant records pertaining to the issues.
   c. Records must be destroyed in a manner that ensures the confidentiality of the records and renders the information no longer readable and recognizable as the College's records prior to disposal.

4. **The Records Retention Committee**
   a. The Records Retention Committee is established to review and approve any proposed revisions, additions, and changes to the Record Retention Schedule in Attachment 1.
   b. The Committee shall consist of the Vice President of Academic Affairs, the Vice President of Operations, the Controller, the College Registrar, the Human Resources Director, and other representatives as appropriate.
   c. The Committee will meet annually, at a minimum.

Right of Students with Disabilities (Policy SW-2)

The Americans with Disabilities Act of 1990 (ADA) as amended (2008) defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more life activities, (2) has a record of such an impairment; or (3) is perceived as having an impairment. Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of or be subjected to discrimination under any program or activity within an institution that receives Federal financial aid. Collectively, these Federal statutes require institutions of higher education to provide equal access to educational opportunities to otherwise qualified individuals with disabilities provided that such accommodations do not: 1) fundamentally alter the nature or operation of the College's programs, services, or activities, 2) cause undue burden to the College, or 3) pose a direct threat to the health and safety of others.

To be eligible for disability services, students must have a disability as defined by the ADA (as amended) and Section 504 of the Rehabilitation Act of 1973. Clarkson

College relies on the student's self-report and documentation from a qualified, licensed professional when determining accommodations. It is the responsibility of the student to request accommodations through the Accommodations Office and to participate in the interactive process for determination of reasonable accommodations. Students have the choice of whether or not to utilize approved accommodations. Students must notify the Accommodations Coordinator of any approved accommodations they choose not to utilize.

Procedure

1. The student will initiate the process for requesting accommodations by contacting the Accommodations Office at accommodations@clarksoncollege.edu or the Accommodations Coordinator at 402.552.2693.
2. Upon receipt of the student's request, the Accommodations Coordinator will contact the student to set an appointment for an Intake Interview (to obtain the student's self-report), and the student will be asked to bring all relevant documentation related to the disability(ies) and previous accommodations (if applicable).
3. Additional documentation may be requested including, but not limited to: educational records; letters from educators; diagnostic reports; letters from health care providers; records of past accommodations; letters or records from local, state, or federal agencies, and/or VA records. 2 The following guidelines for documentation are suggested to provide adequate information to the Accommodations Coordinator for determination of appropriate accommodation services:
   a. Evidence that the evaluator has appropriate credentials, training, relevant experience, and no personal relationship to the individual being evaluated.
   b. A clear current diagnostic statement identifying the disability.
   c. A description of the diagnostic methodology used such as procedures, tests and dates of administration including a clinical narrative, observation and specific results.
   d. A description of how the disability substantially limits a major life activity of the student and/or a description of the current impairment and its functional impact.
   e. A description of the current treatment, expected progression, and the prognosis and/or stability of the disability.
   f. Recommendations for accommodations and/or auxiliary aids with rationale. The College has no obligation to adopt recommendations made by outside parties although they will be considered in determining accommodations.
4. Once adequate documentation is received, the Accommodations Coordinator will determine if the student is eligible for accommodations, and if so, what accommodations are approved. Prior to the approval of accommodations, the Accommodations Coordinator will consult with the Program Director of the Academic Program the student is enrolled/intending to enroll in if there is any question as to whether an accommodation may pose a direct threat to the health and safety of others.
5. The Accommodations Coordinator will communicate to the student whether or not he/she has been deemed eligible for accommodations, and if so, what accommodations are approved.

a. If the student has been deemed eligible, the Accommodations Coordinator will communicate this to the student by sending out Statement of Eligibility (SOE) and Release of Information forms. The student will review, sign, and return the forms to the Accommodations Coordinator.
b. If the Accommodations Coordinator deems the student ineligible, he or she will communicate the rejection in writing to the student. The student may appeal this decision with the Accommodations Coordinator. The Accommodations Coordinator will then consult with the Accommodations Committee, consisting of the Director of Human Resources, the Program Director of the academic program the student is enrolled/intending to enroll in, the Vice President of Operations, and the Vice President of Academic Affairs. The Accommodations Coordinator will subsequently notify the student of the decision of the Accommodations Committee, which is final.

6. Upon registration of classes, and with the signed SOE and Release from the student, the Coordinator of the Testing Center will email the student's approved accommodations to appropriate faculty no later than the first day of classes. If the student makes changes to his/her schedule, the student should notify the Accommodations Office of said changes. If eligibility is determined after the start of the semester, faculty will be notified within two business days after receipt of the student's signed SOE and Release. While faculty are notified by the Coordinator of the Testing Center, the student is also strongly encouraged to initiate communication with his/her faculty regarding accommodations in the classroom. However, if the student does not initiate contact with faculty within the first week of the course, faculty should initiate said communication. If the student is non-responsive to the faculty's communication, the faculty should then notify the Accommodations Coordinator. If there are approved accommodations that may require additional academic preparation (e.g., captioning), the Accommodations Coordinator will notify appropriate faculty in a timely manner, within two weeks of the student's registration of courses, to allow adequate time for said preparation.

It is the student's responsibility to communicate with the Accommodations Office any requests for changes in and/or discontinuation of accommodations. **Clarkson College reserves the right to ask for additional documentation as needed.**

Security Awareness Programs (Policy SW-37)

Clarkson College provides students and staff with safety related awareness activities. Communication, programs and printed material are available to enhance awareness of personal safety, security, substance abuse and sexual misconduct/assault education.

Procedures:

- During orientation in August, students are informed of services offered by UNMC Public Safety. Students are encouraged to sign up for our E2 Campus Alert Notification System and given the opportunity to sign up during orientation.
- UNMC Public Safety meets with residential students at the beginning of each semester to discuss personal safety and explain Residence Hall safety.

- Every September, during Campus Safety Week, information is sent to the entire college community regarding personal safety, as well as links to safety videos. This information is sent in conjunction with the Annual Safety and Security Report and Annual Fire Safety Report.
- Clarkson College's Behavioral Intervention Team offers a prevention program to employees and students, online education modules to employees and students, and bystander intervention/engagement training for employees.
- The Student Support Team provides online information, printed materials, posters, as well as alcohol education programs throughout the year.

A common theme of all security communications is to encourage students and employees to be aware of their responsibilities for their own safety and the safety of others.

When appropriate, information is given to the college campus through our Alert Notification System alerts.

Service Animal (Policy SW-39)

It is the policy of Clarkson College ("College") to afford individuals with disabilities, who require the assistance of a Service Animal, with equal opportunity to access Clarkson College (hereafter referred to as "College") property, courses, programs, and activities. This policy complies with the Americans with Disabilities Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973 ("Rehabilitation Act"). Among other things, the ADA and the Rehabilitation Act require the College to make reasonable modifications to its policies, practices, or procedures to permit the use of Service Animals by students, faculty, staff or visitors with a disability.

Definition of Service Animal

The ADA defines a "Service Animal" as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." Importantly, other species of animals, whether wild or domestic, trained or untrained, are not "Service Animals" for the purposes of the ADA. However, under certain conditions, the College will make reasonable modifications for a miniature horse that has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

When assessing whether a dog is a "Service Animal" individually trained to do work or perform tasks for the benefit of an individual with a disability, the dog must be trained to do work or perform tasks that are directly related to the individual's disability. Examples of work or tasks include, but are not limited to, the following:

- assisting individuals who are blind or have low vision with navigation and other tasks;
- alerting individuals who are deaf or hard of hearing to the presence of people or sounds;
- providing non-violent protection or rescue work;
- pulling a wheelchair;
- assisting an individual during a seizure;

- alerting individuals to the presence of allergens;
- retrieving items such as medicine or the telephone;
- providing physical support and assistance with balance and stability to individuals with mobility disabilities; and
- assisting persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of a dog's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for purposes of determining if a dog is a "Service Animal" under this policy.

Verification of Service Animal

The College will not ask about the nature or extent of an individual's disability or for medical documentation of it. However, when it is not readily apparent that the Service Animal identified by the individual with a disability is trained to do work or perform tasks for him or her, the Accommodations Office may ask the individual with the disability if the dog is required because of a disability and what work or task the dog has been trained to perform. The College will not, however, require documentation that the dog has been certified, trained, or licensed as a "Service Animal."

Care and Supervision of Service Animal

The individual with the disability using a Service Animal (the "owner") is responsible for the Service Animal's care and supervision. The Service Animal must be under the control of the owner at all times and must have a harness, leash, or other tether. If the use of a harness, leash, or other tether would interfere with the performance of the work or tasks performed by the Service Animal or is impractical because of the owner's disability, a harness, leash, or other tether may not be required. However, the owner must still be able to effectively control the Service Animal by other means such as voice controls or signals.

A Service Animal is generally permitted to accompany the individual with a disability to College facilities where members of the public, students, staff, and faculty are permitted. The College may ask the owner to remove a Service Animal from any of its facilities if: (1) the Service Animal is out of control and the owner does not take effective action to control it; or (2) the Service Animal is not housebroken. The College may also ask the owner to remove a Service Animal from any of its facilities if the use or presence of the Service Animal poses a direct threat to the health or safety of others or if the animal's behavior, such as barking, is unreasonably disruptive to the other students or College personnel.

The College may impose legitimate safety requirements on the use or presence of a Service Animal that are necessary for safe operation of its facilities. There are some facilities that are not safe for use or presence of Service Animals and from which the College may exclude Service Animals on a case-by-case basis based on actual risks. Examples of these areas include food preparation areas, medically sensitive patient and clinical areas, and biologically sensitive areas. If a Service Animal is restricted from an area, the Accommodations Office is available to assist in evaluating reasonable accommodations for the Service Animal owner.

The owner must abide by applicable ordinances/laws/regulations pertaining to licensing, vaccination, and other requirements for animals. (It is the owner's responsibility to know and understand these ordinances, laws and regulations.) The owner is responsible to clean up after and properly dispose of the animal's feces in a safe and sanitary manner.

The College will not ask for or require the owner to pay a surcharge or to comply with other requirements generally not applicable to people without pets. However, an owner may be charged any damage caused by his or her Service Animal.

Request for Notice

Service Animal owners are not required to register their Service Animal with the College. Service Animal owners are encouraged, however, to contact the Accommodations Office so that the Accommodations Office can assist the Service Animal owner by providing advance notice to College personnel that the Service Animal owner and his/her Service Animal are entitled to access. Faculty and staff wishing to utilize a Service Animal on campus are requested to notify the Director of Human Resources at 402-552-3395.

For further questions, please contact the Accommodations Coordinator at accommodations@clarksoncollege.edu or at 402-552-2693. Any denial of a Service Animal may be appealed through the College's grievance process.

Request for Service Animal in Student Housing

Service Animals are allowed in Student Housing under ADA. Students with Service Animals are requested to contact the Accommodations Coordinator prior to move-in to Student Housing. The College requests that the student with a Service Animal provide as much advance notice as possible prior to the desired move-in date so that the College can best accommodate the student and the Service Animal. A meeting may be arranged between the student, the Residence Hall Coordinator, and the Director of Facilities to discuss how best to meet the needs of all involved. The Accommodations Coordinator will provide information on expectations for the Service Animal to the student and communicate to other College community members to ease the transition of the student.

If it is not readily apparent that the Service Animal identified by the individual with a disability is trained to work or perform tasks for him/her, it will be necessary for the student to provide this information to the Accommodations Coordinator.

Violation of Policy

Depending on the seriousness of the Service Animal's conduct or repeated conduct, a Service Animal may be excluded from College property temporarily or permanently. If a Service Animal is excluded, the Accommodations Office will assist the student in identifying reasonable accommodations. Service Animal owners who violate this policy or disregard an instruction to remove or exclude a Service Animal from College property may be subject to additional penalties, including the Service Animal being banned from any College property or subjected to other fines or penalties under applicable ordinances/laws/regulations. Violations of this policy by the Service Animal owner may be referred for disciplinary action.

Sexual Misconduct (Policy SW-27)

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include any type of sexual misconduct, including dating violence, domestic assault, domestic violence, rape, sexual assault, sexual violence, sexual harassment and stalking. Discrimination on the basis of sex also includes gender identity and gender stereotyping. Clarkson College (College) strives to provide an environment free from all forms of sexual misconduct to all of its community members, regardless of immigration status, including undocumented students and international students. The Sexual Misconduct Policy applies to all College community members, whether the alleged sexual misconduct is committed by a student, an employee or a third party, regardless of whether the alleged sexual misconduct was perpetrated by a member of the same or different sex.

The College has jurisdiction over complaints alleging sex discrimination, sexual harassment, and any other form of sexual misconduct when the conduct occurs on campus, during or at an official College-sponsored program or activity (regardless of location), or off campus when the conduct creates a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sexual misconduct and remedy its effects. Such misconduct seriously undermines the atmosphere of trust, responsibility and professionalism underlying the Code of Conduct and will not be tolerated by the College. All members of the College community are encouraged to promptly report complaints about sexual harassment, sexual misconduct, and sexual assault to the Title IX Coordinator. It is also the right of an individual to file a criminal complaint, separate from the College report, if he or she chooses to do so. The Title IX Coordinator will assist the individual in doing so if he or she chooses. Persons who have been subjected to sexual misconduct can receive College-related assistance regardless of whether or not a legal charge or College report is filed. For any College report filed, a fair and timely investigation will be undertaken, with notice of the outcome to all involved parties. Individuals found to be in violation of this policy will be subject to disciplinary action.

Definitions

College means Clarkson College.

Complainant is an individual who is subject to alleged discrimination, harassment, or retaliation regarding the application of this policy.

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

Consent can be defined as a decision that is informed and freely and actively given. Consent is communicated through mutually understandable words or actions that indicate willingness by all of the involved parties to engage in the same sexual activity, at the same time, and in the same way. The person must act freely and voluntarily

and have knowledge of the nature of the act involved. A person who is giving consent cannot be under the influence of drugs or alcohol, unconscious, passed out, coming in and out of consciousness, or have a disability or disorder that would impair his/her understanding of the act. Silence or lack of active resistance does not imply consent. Past consent does not imply future consent. The presence or absence of consent is based on the totality of the circumstances.

Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was, such relationship will be gauged by its length, type, and frequency of interaction.

Domestic assault, as a third degree offense, occurs if a person: (a) intentionally and knowingly causes bodily injury to his or her intimate partner; or (b) places, by physical menace, his or her intimate partner in fear of imminent bodily injury. A second degree offense of domestic assaults occurs if a person intentionally and knowingly causes bodily injury to his or her intimate partner with a dangerous instrument. A first-degree offense of domestic assault occurs when a person knowingly causes serious bodily injury to his or her intimate partner (Nebraska Statue 28-323).

Domestic violence means asserted violent, misdemeanor or felony offenses, committed by the victim's current or former spouse or intimate partner, current or former cohabitant, or person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence laws of Nebraska.

Faculty Member is defined as any person hired by the College to conduct classroom/ clinical activities on or off campus.

Gender Identity refers to one's sense of oneself as male, female, or transgender.

Gender Stereotyping refers to over-generalizations about the characteristics of an entire group based on gender.

Hostile Environment is when sexual harassment is sufficiently severe or pervasive that it unreasonably interferes, limits or deprives someone of the ability to participate in or benefit from the College's educational programs, activities, or employment. In determining whether a reasonable person in the individual's circumstances would find the work or educational environment hostile, the totality of the circumstances must be considered.

Member of the College Community includes any person who is a student, faculty member, College official, or any other person employed by the College, or is formally or informally associated or affiliated with the College. Human Resources and/or the Registrar's Office shall determine a person's status in a particular situation whichever is appropriate.

Policy is defined as the written regulations of the College as found in, but not limited to, the Student Handbook and the Faculty Handbook.

Preponderance of the Evidence occurs when the complainant or respondent has shown that his/her version of the facts, causes, damages, or fault is more likely than not the correct version.

Respondent is an individual whose alleged conduct is the subject of a complaint.

Retaliatory Harassment is intentional action taken by an accused or allied third party that harms a complainant, witness, reporter, investigator, or any other individual for filing or participating in a College investigation.

Sexual Assault is defined as a severe form of sexual harassment including physical sexual acts perpetrated against another person without his/her consent. Examples of sexual violence include rape, sexual assault, sexual battery and sexual coercion. Such acts include, but are not limited to, forced oral, anal, or vaginal penetration, to any degree, insertion of foreign objects into the body and any act of sexual intercourse against someone's will. This includes, but is not limited to, the use of a weapon, physical violence or restraint, verbal threats, intimidation, and threats of retaliation or harm. See also Neb. Rev. Stat. § 28-319 for degrees of sexual assault and corresponding penalties.

Sexual Harassment is defined as unwanted conduct of a sexual nature. Sexual harassment can be verbal, visual or physical. It can be overt or it can be implied from the conduct, circumstances and relationships of the persons involved. Sexual harassment can also consist of persistent, unwelcome attempts to change a professional or academic relationship to a personal one. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, questions about a person's sexual practices, lewd, offensive or vulgar comments, sexual insults or innuendoes, sexually explicit jokes, and other verbal, nonverbal or physical conduct of a sexual nature. The display of sexually explicit pictures, sexual graffiti, cartoons or objects can also constitute sexual harassment.

Sexual Misconduct refers to dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment and stalking.

Sexual Violence refers to any sexual act or attempt to obtain a sexual act by violence or coercion, unwanted sexual comments or advances, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim. Examples include knowingly exposing another to sexually transmitted diseases, non-consensual audio recording or videotaping of sexual activity, prostituting another person, and using a date rape drug to coerce sexual activity.

Stalking means engaging in a course of conduct directed at a specific person(s) that would cause a reasonable person to: (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. Such conduct may include, but is not limited to, the following:

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

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

See also Neb. Rev. Stat. §§ 28-311.02 – 28-311.05.

Student includes all persons taking courses at the College on campus or through online learning, both full-time and part-time, pursuing undergraduate or graduate studies. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the College are considered.

Confidentiality

The College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation or disciplinary action by the complainant. However, the College also has the responsibility to provide a safe and nondiscriminatory environment for all in the community and therefore cannot guarantee confidentiality. If a complainant requests that a name and/or other identifiable information not be shared with the respondent or that no formal action be taken, the College will weigh this request with its obligations to the community. When weighing the complainant's request for confidentiality and/or that no investigation or discipline be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The seriousness of the alleged complaint,
- Other complaints about the same alleged respondent;
- Whether the alleged respondent threatened further sexual violence or other violence against the complainant or others;
- Whether the complainant is a minor;
- Whether the College possesses other means to obtain relevant evidence related to the complaint (e.g., security cameras or personnel, physical evidence).

If the College determines that it cannot maintain a victim's confidentiality, the College will inform the complainant prior to starting the investigation and will, to the greatest extent possible, only share information with those responsible for handling the College's response.

UNMC Campus Security will be notified of any reports of sexual misconduct. Pursuant to Federal law, the College has a legal responsibility for documenting and providing statistics of reported incidences of sexual assault. All personally identifying information is removed from these reports.

Reporting

Students are encouraged to report a complaint as soon as possible to maximize the College's ability to respond as effectively as possible, although there is no time limit to reporting. A student that has a complaint against another student involving allegations of sexual misconduct is encouraged to contact the Title IX Coordinator, the counselor, a faculty member and/or the Office of Civil Rights through the United States Department of Education. Complaints of sexual misconduct by or against employees or third parties should be reported to the Director of Human Resources, the Title IX Coordinator, and/or the Office of Civil Rights through the United States Department of Education. A report can be received in person, by phone, or through email. Any employee who receives a report of sexual misconduct or who witnesses or is otherwise aware of sexual misconduct, other than those with significant counseling responsibility, is required to share the report/information with the Title IX Coordinator . At the College, the licensed counselor has significant counseling responsibility, and therefore complainants can talk with this individual without concern of information being further disclosed.

The Director of Student Support Services serves as the Title IX Coordinator and is located in the Success Center on the second floor of Howard Hall. The Title IX Coordinator can be contacted at 402-552-2693, 1-800-647- 5500, or at titleixcoordinator@clarksoncollege.edu. If the Title IX Coordinator is unavailable or has a conflict of interest, the Director of Human Resources, the Title IX Investigator, is available and can be contacted at 402-552-3395 or 1-800-647-5500. The Office of Civil Rights can be contacted at the U.S. Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW, Washington, D.C., 20202-1100; their phone number is 1-800-421- 3481, and email address is OCR@ed.gov. The regional Office of Civil Rights is located at One Petticoat Lane, 1010 Walnut St., Suite 320, Kansas City, MO, 64106; their email address is OCR.KansasCity@ed.gov and their phone number is 816-268-0550. The Title IX Coordinator is the designated agent of the College charged with coordinating the College's Title IX compliance efforts. The Title IX Coordinator's responsibilities comprise the monitoring of policy related to Title IX, oversight of all.

Title IX complaints and education, and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

Upon receipt of a sexual misconduct report or complaint, the Title IX Coordinator will provide the complainant a written notice describing the options that are available:

- Pursuing a legal charge with a law enforcement agency,
- Pursuing a complaint within the College's informal and/or formal resolution processes,
- Pursuing both actions as described above (the complainant may go forth with one or more options at the same time).

The complainant must determine, in writing, if he or she wishes to pursue a complaint within the College's internal resolution processes. If he or she does not wish to pursue the complaint and/or requests that his or her identity remain anonymous, the Title IX Coordinator will make note of that wish in the report and educate the complainant about the College's limits to confidentiality and its obligation to protect the College community. Should the complainant decide to pursue a legal charge with a law enforcement agency,

the Title IX Coordinator will assist the complainant in doing so. A complainant's pursuit of a law enforcement investigation does not relieve the College of its duty to resolve complaints within its own resolution processes. Reporting Involving Minors: If a sexual misconduct complaint involves a minor (an individual under the age of 19), Nebraska law requires the College report this to the Department of Health and Human Services within 24 hours.

Anonymous Reporting

Any student may make an anonymous report concerning an act of sexual misconduct. The College has made available The Sexual Misconduct Reporting Form for this. Although preferred that this report be made directly to the Title IX Coordinator, a student may ask a third party (e.g., faculty, counselor, College administrator) to do so. Depending on the level of information available about the incident or the individuals involved, anonymous reporting may impact the College's ability to respond, investigate, or take further action. College employees cannot fulfill their mandatory reporting obligations by anonymously reporting.

Bystander Intervention

A bystander is one who is present at an event or situation and potentially has the opportunity to make a change in said event or situation. The College strongly encourages bystanders to intervene in situations where there is no threat of harm to them and to contact the Title IX Coordinator, a College administrator, and/or campus security to report any event of concern.

False Reporting

The College takes allegations of sexual violence very seriously and recognizes the consequences such allegations may have on a respondent as well as a complainant. Any individual who knowingly provides false information regarding the filing of a complaint or report of sexual misconduct or during the investigation of such a complaint or report may be subject to discipline or under certain circumstances, legal action.

Initial Consultation

Upon receipt of a complaint, the Title IX Coordinator will determine whether or not the complaint reflects a potential violation of this policy and then, within five business days of having received the complaint, notify the complainant in writing of this determination. At any point, the Title IX Coordinator has the right to seek consultation with other relevant professionals outside of the College, if necessary. If it is determined a potential violation exists, the Title IX Coordinator will initiate a consultation with the complainant within seven business days of receiving the complaint. The purpose of this meeting is to gain an understanding of the nature of the complaint. During this meeting, the Title IX Coordinator will also address the following:

1. physical safety and emotional well-being of the complainant,
2. interim accommodations available, if necessary,
3. contact information for on campus and community resources for counseling and health care,
4. complainant's rights,
5. complainant's preferred manner for resolution,
6. confidentiality and the College's limits to confidentiality,

7. College's policy prohibiting retaliation, and
8. complainant's right to pursue or to decline to pursue legal charges.

Interim Accommodations

In all cases of alleged sexual misconduct, regardless of whether the complainant wishes to pursue an investigation or action, the College will undertake an appropriate inquiry and take prompt and effective action to support and protect the complainant, including taking appropriate interim steps before the final outcome of the investigation, if any. Complainants have the right to assistance in changing academic and living situations after an alleged incident if such changes are reasonably available. Accommodations may include but are not limited to:

- Changing an on-campus student's housing to a different location within student residence hall
- Arranging to end a student housing contract
- Rescheduling exams, papers and/or assignments
- Taking an incomplete in one or more courses
- Transferring between class sections (on campus or online)
- Taking a voluntary leave of absence
- Offering counseling services

Any course-based interim accommodation(s) will be coordinated with the appropriate faculty to ensure the least disruption in the complainant's course of study. The complainant may bring a copy of a protection order, no contact order, restraining order, etc. to the Title IX Coordinator who will, in turn, coordinate with College administration and campus security to take all legal and reasonable steps to implement.

Informal Resolution

Complainants have the option to seek resolution informally in an attempt to resolve the complaint without a formal hearing. The informal resolution process is optional and voluntary, and both the complainant and the respondent must agree to participate for an informal resolution process to occur. The parties involved in the informal resolution process will not be required to deal directly with one another; the Title IX Coordinator (or other designee) will serve as the facilitator of mediation between the involved parties and coordinate any other informal resolution matters. **Note: Mediation is not an available option for allegations of sexual assault or sexual violence.**

The complainant or the respondent can terminate the informal resolution process at any time. If either party chooses not to remain in the informal resolution process or if the situation is not able to be resolved informally, a formal resolution process can be initiated by either party. A summary of the outcome(s) of the informal resolution process will be provided to the Vice President of Operations, who oversees the College's 8 Code of Conduct. Outcomes of an informal resolution could include determining a remedy for the complainant and/or securing agreement by the respondent to accept one or more disciplinary sanctions. The College will assure the complainant that any necessary steps will be taken to prevent the recurrence of any sexual misconduct and will correct its discriminatory effects on any individuals, as appropriate.

Formal Resolution

If the informal resolution process is unsuccessful or not an available option, an individual may pursue a formal resolution. To initiate this process, the complainant must submit a signed, written statement to the Title IX Coordinator that addresses the following:

- the complainant's want to pursue a formal resolution,
- the name of the individual responsible for the alleged violation,
- a detailed description of the event and actions creating the alleged violation,
- the date and location of the event,
- the names and contact information of any witnesses to the event,
- the remedy requested, and
- other information relevant to the complaint.

Once this statement is received by the Title IX Coordinator, the respondent will be notified of such (see below). If either party is an employee, the Title IX Coordinator will inform the Director of Human Resources.

Once the written statement is filed with the Title IX Coordinator, the Title IX Coordinator will review it and make a determination within ten business days of receipt of statement if an investigation is warranted. If an investigation is warranted, the Title IX Coordinator will appoint an investigator who has no conflicts of interest with the parties involved. If it is determined an investigation is not warranted, the Title IX Coordinator will inform both the complainant and the respondent of this as well as notify each of their right to appeal this decision. If the decision to dismiss the statement is overturned in appeal, the statement is returned to the Title IX Coordinator for investigation.

If it is determined that an investigation is warranted, the Title IX Coordinator will provide the respondent a summary of the complaint and allegations within ten working days of the Title IX Coordinator receipt of the written statement. The respondent will have ten working days to respond in writing to the complaint and the allegations. The respondent must address each allegation in full, including a statement of agreement or disagreement to each. If the respondent fails to respond within ten working days, the Title IX Coordinator has the right to continue the investigation. If the Title IX Coordinator receives the respondent's response to the complaint and allegations, the Title IX Coordinator will forward this written response and the complainant's written statement to the investigator.

It is the intent of the investigator to complete the investigation within sixty calendar days after receipt of the written statement and written response from the Title IX Coordinator. Such investigation will be conducted fully and impartially. An extension of this timeline may be required based on extraordinary circumstances, and both parties (complainant and respondent) will be informed in writing if this extension is necessary.

Both the complainant and the respondent will have equal opportunity to present relevant witnesses and other evidence. During the investigation, the investigator will interview separately the complainant, the respondent, and any witnesses either party has identified. In addition, the investigator will review all written documentation related to the complaint, all evidence presented by each party, and all relevant College policies. The investigator may consult with other professionals outside of the College as needed. During the formal resolution process, both the complainant and the respondent have the

right to have an attorney or other advisor of their choice present during any component of the investigation each is respectively involved in. At no time shall the investigator allow the complainant and the respondent to cross examine each other. Throughout the process, the investigator will advise all participants in the formal resolution process that confidentiality is essential for the integrity of the investigation. The investigator will also provide periodic status updates to both the complainant and the respondent throughout the investigation process.

At the end of the investigation, the investigator will submit a written report to the Title IX Coordinator stating his/her analysis of the facts, related evidence, and his/her conclusion as to whether or not sexual misconduct occurred. This conclusion will be based upon the "preponderance of evidence" standard (e.g., more likely than not). This written report will also provide recommendations for any remedial action as well as disciplinary action if sexual misconduct was believed to have occurred.

Upon receipt of the investigator's written report, the Title IX Coordinator will review the report and subsequently call a Title IX Review Board meeting within five business days. The Title IX Review Board will consist of the Vice President of Academic Affairs, the Vice President of Operations, the faculty representative from the Behavioral Intervention Team, the counselor (unless the counselor has a conflict of interest with either the complainant or the respondent), a designee of the Vice President of Academic Affairs, and a designee of the Vice President of Operations if the counselor is unable to serve. The Title IX Coordinator will serve as meeting facilitator.

The Title IX Review Board will review the investigator's report and may request additional information and/or investigation as warranted. Once the Title IX Review Board determines the investigation is complete, they will give due consideration to the investigator's conclusion as to whether or not sexual misconduct occurred and subsequently issue a final determination of whether or not sexual misconduct occurred using the preponderance of evidence standard.

Within ten working days of receipt of the Title IX Review Board's finding(s), the Title IX Coordinator will provide a written summary of the findings and recommendations to the complainant and to the respondent. This summary will also include the College's assurance to the complainant that any necessary steps will be taken to prevent the recurrence of any sexual misconduct and that it will correct its discriminatory effects on any individuals, as appropriate. Further, information on the appeals process will also be given to both the complainant and the respondent. If disciplinary actions are recommended for the respondent, the College has an obligation to disclose said disciplinary actions to the complainant. If either the complainant or the respondent is a College employee, employment-related decisions will be deferred to the Director of Human Resources. It is the responsibility of the Title IX Review Board to ensure recommendations are implemented.

Appeal

Both the complainant and the respondent have the right to appeal the Title IX Review Board decision for any reason. An appeal must be submitted to the Title IX Coordinator within ten calendar days of the complainant and respondent being notified of the Title IX Review Board decision. The appeal must set forth the basis for the decision dispute. Appeals will be decided upon by the President of the College; this decision is final.

Neither the complainant nor the respondent is entitled to a hearing in connection to the appeal; however, written submissions from either party may be requested and/or considerations of any other relevant information may be made by the President. Notification of the appeal will be communicated to the non-appealing party, and both the complainant and the respondent will be informed in writing of the appeal decision within fifteen calendar days from when the Title IX Coordinator receives all requested information, unless it is determined that additional time is warranted. Said appeal decision will include identification of any changes to the previous Title IX Review Board decision and/or sanctions imposed as a result of the previous decision.

Sanctions

The College will not wait for the conclusion of any criminal investigation before initiating its own internal investigation. The College may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending, has been dismissed or the charges have been reduced.

Disciplinary Sanctions:

The following sanctions may be imposed upon any student found to have violated this policy:

- Warning – a notice in writing to the student that the student is violating or has violated institutional requirements.
- Probation – a written reprimand for violation of specified regulations. Probation lasts for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found in violation of any institutional regulations during the probationary period.
- Loss of Privileges – denial of specified privileges for a designated period of time.
- Fines – Previously established and published fines may be imposed.
- Restitution – compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
- Discretionary Sanctions – work assignments, service to the College, community service, parental notification (if a minor), workshop attendance, required counseling, written explanation, financial restitution or other discretionary assignments.
- Residence Hall Suspension – separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Residence Hall Dismissal – permanent separation of the student from the residence halls.
- College Suspension – separation of the student from the College for a specified period of time. Conditions for readmission may be specified.
- College Dismissal – permanent separation of the student from the College.

More than one of the sanctions listed above may be imposed for any single violation.

Other than College Dismissal, disciplinary sanctions shall not be made part of the student's permanent academic record but shall become part of the student's confidential record. Upon graduation, the student's confidential record may be expunged of

disciplinary actions other than residence hall dismissal, College suspension or dismissal. Cases involving the imposition of sanctions other than residence hall dismissal or 11 College suspension/dismissal may be expunged from the student's confidential record five years after the final disposition of the case.

In certain circumstances, the Vice President of Operations or the President may impose a College or residence hall interim suspension prior to the determination of the Title IX Review Board. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the College community or preservation of College property; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a definite threat of disruption with the normal operations of the College. During the interim suspension, students shall be denied access to the residence halls and/or the campus (including classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as the Vice President of Operations may determine to be appropriate.

With respect to sanctions imposed upon an employee, per Policy HR -14, appropriate action will be determined based upon the nature of the situation.

Anti-Retaliation

The College prohibits retaliation against a complainant for bringing a complaint or to another for participating in an investigation. Retaliation is a separate violation of policy. To guard against retaliation against a complainant or witnesses, a no contact directive will be issued in writing to persons involved in the investigation. Both the complainant and the respondent are required to abide by the no contact agreement. Failure to comply could result in disciplinary action.

Education

The College understands that ongoing education about the issues contained within this policy is critical to fostering a healthy campus environment. The College is committed to providing annual educational and bystander training to all students and employees to promote their awareness and understanding of their rights and conduct prohibited under this policy. This education will also include sexual violence prevention measures and procedures for responding to and reporting incidents. The importance of preserving evidence will be addressed as evidence may be necessary for proving sexual misconduct occurred or for obtaining a protection order. In addition, safe and positive options for bystander intervention will be introduced. Sexual harassment/sexual assault prevention workshops are available; please contact the Title IX Coordinator to schedule. The College similarly is committed to annual training for its Title IX Coordinator and Title IX Investigator on issues related to sexual misconduct and how to conduct an investigation that protects the safety of victims and promotes accountability.

Records

The Title IX Coordinator will retain records of all complaints, documentation and reports, regardless of whether the matter is dismissed or is resolved by the College's informal or formal resolution processes. Other personnel involved in an investigation (i.e., Title IX Investigator, Title IX Review Board, and the President, if applicable) will also retain appropriate documentation. All records will be maintained by the College for seven years. Findings of responsibility resolved through either the informal or formal resolution

process will become part of a student's confidential record except in situations where dismissal is a sanction; in these situations, the policy above will be followed.

Other Clarkson College Disciplinary Processes

The outcomes and actions taken by the Title IX process do not necessarily preclude other disciplinary actions from being taken using other Clarkson College disciplinary procedures. The Title IX investigations and outcomes may be used as support for other disciplinary processes.

Amendments or Termination of this Policy

Clarkson College reserves the right to modify, amend, or terminate this policy at any time.

Social Media (Policy OG-28)

The Clarkson College community is dedicated to the pursuit of ethical and compassionate care of others. Social Media, as an extension of our community, requires Clarkson College employees and students to be mindful of proper use both as a method to conduct business and for use in a personal capacity.

Procedure:

Using Social Media

Social media is defined "websites or applications that enable users to create and share content or participate in social networking" (University of Michigan). Employees and students are ultimately responsible for what they post online, and the content should always be professional. The guidelines below must be followed when posting on behalf of Clarkson College and as an individual Clarkson College community member. When using social media in a personal capacity, users must take reasonable precautions to indicate s/he is engaging in the activity as a private person and not as a Clarkson College employee, student, and/or spokesperson. Additional guidelines that should be followed for any content posted, including but are not limited to, OG-21: Business Ethics, HR-14: Harassment, SW-25: Academic Integrity, SW-21: Code of Conduct, SW-15 Drug and Alcohol, SW-27 Sexual Misconduct and IT2: Resources Use and Privacy. The Marketing Department for the College will be responsible for social media content from the College.

The following items must be met when using social media:

- Protect institutional confidentiality, information, along with federal requirements, such as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). Confidential information should not be posted about the College, its students, employees, alumni or clients/patients.
- Do not use College logos or trademarks without permission.
- Respect the time and property of Clarkson College. College computers and classroom and office time are reserved for College-related business as approved by the appropriate supervisor.
- Comply with the Terms of Service of any social media platform.

- Do not post content that violates city, state or federal laws and regulations.

Additional Guidelines to Consider:

- Know and follow all Clarkson College policies and procedures.
- Be respectful. Always be fair and courteous of fellow students, employees, or people who work on behalf of the College. Student or employee complaints are better resolved by speaking directly to the person involved or through the proper chain of command. However, if complaints or criticisms are posted avoid using statements, photographs, video, audio, etc… that could be viewed as malicious, obscene, threatening or intimidating, abusive, discriminatory, or that constitute harassment or bullying. Positive posts should also be respectful and protect confidentiality of all parties.
- Be aware of liability and protect users/ personal identity. Users are responsible for their individual posts. When sharing College information, use the College links directly. Personal opinions should not be presented as the views of Clarkson College. Be cautious, as information that would not be said in a face-to-face conversation or other mediums should not be posted on social media. This includes personal information.
- Be honest and accurate. Think before publishing a post to ensure all facts are clear and all College policies and procedures are followed.

Procedure for Social Media Misuse:

Direct supervisors will be notified of incidents related to employees, and the appropriate academic program director(s) will be notified in situations that involve students. When reporting an alleged incident, rationale and evidence must be provided to the supervisor and/or appropriate academic program director.

Disciplinary action for violating the policy shall be governed by but may not be limited to the applicable provisions of the Academic Catalog and Student Handbook, faculty and department/program handbooks, policies and procedures of Clarkson College, Statutes of the State of Nebraska and federal law, including civil and criminal legal actions. Persons who violate this policy may further disciplinary action or may have their access privileges revoked on Clarkson College computing systems, learning management system, and networking systems. The College reserves the right, in its sole discretion, to monitor, prohibit, block, suspend, remove, or delete content from Clarkson College social media platforms that is considered inappropriate for any reason. Retaliation is prohibited. The College prohibits taking negative action against any person for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee/student or College community member who retaliates against another employee/student or College community member for reporting a possible deviation from this policy or cooperating in an investigation will be subject to disciplinary action, up to and including College dismissal or termination.

Social Media Guidelines:

https://www.clarksoncollege.edu/about/social-media-guidelines/

State Authorization

Clarkson College and its educational offerings are accredited by the Higher Learning Commission. Our graduates are allowed to sit for national licensure board examinations. Because state licensure requirements vary by state, Clarkson College is unable to ascertain licensure requirements in every state. It is up to the individual student to be aware of and abide by licensure requirements in the states in which the student chooses to obtain licensure and employment.

Clarkson College is currently authorized to offer online education in the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia and Wyoming. In addition, Clarkson College is able to offer limited online programs in Massachusetts. If you reside in a state offering limited online programs and wish to apply, please contact us at 800.647.5500 prior to completing the application process.

While the College has aimed to offer online education throughout the nation, some specific state board requirements do not authorize Clarkson College graduate nursing preceptorships and clinical placements. **At this time, we are unable to enroll graduate nursing students from Alabama, Arizona, Arkansas, Connecticut, Delaware, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, North Dakota, Oregon, Puerto Rico, Tennessee, West Virginia and Wisconsin.** We are optimistic about expanding our reach in the future, as state board authorization is a fluid situation that is subject to change.

Licensure Contact Information

Clarkson College recommends that you contact the appropriate licensing agency in your state for requirement information on licensure, preceptorship and clinical placement prior to enrolling.

Student Classifications & Status

Clarkson College uses certain terms to describe a student's classification or status. It is important for students to know these classifications so they may be aware of associated policies that may affect their continued attendance at Clarkson College. The following classifications are used at Clarkson College:

Student Classification:

Degree/Certificate Seeking Student For College Credit: A student who chooses to seek a degree and/or certificate at Clarkson College. Students must be accepted for admission to a specific academic program.

Non-Degree Seeking Student for College Credit: A student seeking personal or professional development or who has not been admitted to a specific academic program is not eligible for financial aid.

International F1 On Campus Student: A student in the United States on a temporary F-1 visa attending Clarkson College on campus.

Visiting Student: A student who currently attending another college or university, and not seeking a degree at Clarkson College. Students are not eligible for financial aid.

Programs:

Undergraduate Student: A student enrolled in credit courses leading to a certificate, associate's or bachelor's degree.

Graduate Student: A student who is enrolled in courses leading to a master's or doctoral degree.

Student Status:

Academic Probation: A student who has not maintained the required Cumulative Grade Point Average.

Academic Dismissal: A student who has been removed from the academic program for academic reasons.

Active Student: A student who has matriculated and is eligible for enrollment. The student may not be enrolled for the current term.

Currently Enrolled: A student who is enrolled for the current term.

Conditionally Admitted: A student who has been accepted to Clarkson College but does not meet all of the College admission requirements. Procedure: The Academic Review Committee will review conditionally admitted students at the end of their first semester to determine if they may continue as a fully admitted student.

Full-Time Student: An undergraduate student is full-time if enrolled in at least 12 credit hours per fall, spring or summer term.

Graduate Student: A graduate student is full time if enrolled in at least six graduate credit hours per fall, spring or summer term.

Part-Time Student: An undergraduate student is part-time if enrolled in less than 12 credit hours per fall or spring or summer terms. A graduate student is part-time if enrolled in less than six graduate credit hours per fall, spring or summer terms.

Student Grievance (Policy SW-14)

A grievance is a complaint that a specific decision or action affected the student's academic record or status, violated published College policies and procedures, or was applied to the grievant in a manner different from that used for other students. The grievance process is not designed to resolve disputes between an individual and an institution where other College policies and procedures exist. The grievance process is only intended to be used to settle disputes after all other College processes have been exhausted. This policy does not limit the College's right to change rules, policies or practices.

Clarkson College complies with all applicable federal, state, and local laws relating to discrimination based on race, color, religion, ancestry, sexual orientation, physical or

mental disability, national origin, ethnicity, sex, age, veteran's status, or marital status.. Complaints of discrimination may be filed with the Office of Civil Rights, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106 and (816) 268-0550.

Grievances may also be filed with the state of Nebraska's Coordinating Commission for Post-secondary Education to the Office of Nebraska Attorney General's office, 2115 State Capitol, Lincoln, NE, 68503, and (402)-471-2682, or the Consumer Protection Division (toll-free) at (800) 727-6432.

Retaliation is prohibited. The College prohibits taking negative action against any person for exercising their rights in using the grievance policy and procedure.

Student Grievance Process

Step 1: All other College processes have been exhausted (i.e. other applicable policies and procedures and appeals or at a minimum an informal meeting has occurred to speak with the person/department chair regarding to and directly involved in the complaint). If the outcome is still unsatisfactory, then the grievant will move to Step 2 of the process.

Step 2: The student must complete a Grievance Form, which can be obtained from the Student Services office or the Clarkson College website. The student must provide strong, documented evidence and submit the completed Grievance Form to the VPAA's Office no later than 30 business days from when the incident occurred or all other College processes have been exhausted. A grievant may provide statements from witnesses as part of their information and evidence.

Step 3: The grievant and any other parties involved should also be aware that they may be asked to present written information/evidence related to the grievance in which they are involved, before the committee meeting, 2 if applicable. The VPAA's office after receiving the signed grievance form from the student will send the grievance information request form to parties identified by the students, if applicable.

Step 4: The Vice President of Academic Affairs (VPAA) will initiate and facilitate the college committee's response to the student's grievance, within 14 business days, and will provide a written response of the outcome within 5 business days of the decision.

Step 5: The Vice President of Academic Affairs (VPAA) office will form and facilitate the Grievance Committee. The Grievance Committee is the designated arbiter of disputes for the College community. All parties must agree to arbitration, and be bound by the decision with no right of appeal. All complaints will be promptly and thoroughly investigated and resolved.

The Grievance Committee shall be composed of an Academic Council member, one faculty member from the executive committee of Faculty Senate, one student government representative, one Director from Student Services, and the VPAA; totaling five members. Committee members must be deemed to not have any conflicts of interest with regards to any part of the dispute. The VPAA will chair called meetings and gather all pertinent information. The VPAA will only vote in the case of a tie.

1. Members will be appointed by the VPAA as per the above criteria.
2. The VPAA procedures for the administration of the academic grievance process and procedural rules for the conduct of the committee hearings are attached below.

3. The VPAA's office will communicate the results to the grievant via their College email account and certified mail, as well as provide a copy to the student's program director, Registrar, and any parties involved.
4. The VPAA's office will track the number of grievances.
5. Decisions made by the Grievance Committee shall be final.

Student Grievance Form:

https://www.clarksoncollege.edu/default/assets/File/StudentGrievancePolicyForm.pdf

Student Parking (Policy SS-1)

Under the University of Nebraska Medical Center (UNMC) parking guidelines, all students of Clarkson College are required to pay a parking fee as listed in the Schedule of Classes and display a valid parking permit at all times while parked in a designated student lot. Students must abide by all UNMC parking policies.

Procedure:

Students will pay an annual parking fee at the time they register for the Fall Semester. A prorated portion of the annual parking fee will be refunded if students leave the College at the end of the first semester. Students who enroll in the College in the Spring or Summer semesters will be charged a prorated fee for the time remaining until the end of the year. Temporary permits are also available on a month-to-month basis.

Residence Hall (Policy SS-3)

Clarkson College manages the Clarkson Residence Hall. The Residence Hall policies and procedures are in line with those of the College and can be found in the Residence Hall Handbook.

Transcripts

Official Clarkson College transcripts will be issued only upon written request by the student. Clarkson College will not be responsible for loss of transcripts due to an insufficient or incorrect address. To request a transcript, contact the Registrar's office. Clarkson College does not issue or send transcripts from other colleges and universities. Official transcripts are not issued for students who have a hold on their records or whose accounts with the College are delinquent.

Transfer Credit (Policy AA-52)

Credit earned at other regionally accredited institutions may be transferred as acceptable credit at Clarkson College according to the following guidelines:

Procedure:

1. There is evidence of satisfactory scholarship, i.e. at least a "C-" in academic courses for undergraduate courses and a "B-" for graduate courses in graded courses.
2. Courses and credits to be transferred are listed on an official transcript that is submitted directly from the institutions(s) where the courses were taken. A final official transcript is required after completing all courses to be transferred.
3. If the course and/or credit to be transferred is a major course or graduate course, a petition may need to be completed. The course and/or credit must be comparable to a course offered at Clarkson College to be approved. A syllabus and course description of the course to be transferred may be required.
4. Undergraduate courses have been completed within 5 years for BSN, PTA Associates and RT programs.
5. In determining transfer credits, the academic Program Director reserves the option of requiring the student to take an assessment examination and the student will be required to pay the testing fee.
6. The appropriate Academic Program Director, Registrar, or Assistant must grant final approval for all transfer credit to Registrar.
7. Students are expected to complete their program and elective courses at Clarkson College after their initial enrollment to the College. Exceptions to this policy may be considered under extenuating circumstances. Financial reasons will not be considered extenuating. Students will not be awarded credit for a course taken off campus after his/her initial enrollment to Clarkson College without approval in advance. Students are advised to consult with their academic advisor before initiating the petition process.

Undergraduate Academic Honors (Policy AA-16)

Academic honors are conferred upon candidates who distinguish themselves by maintaining a high Cumulative Grade Point Average.

Procedure:

Undergraduate students must have completed the minimum required residency hours at Clarkson College. Transfer courses do not apply toward the Cumulative Grade Point Average (CGPA). Honors are designated as:

Summa Cum Laude = 3.85 and above   Cum Laude   = 3.65 through 3.74
Magna Cum Laude = 3.75 through 3.84 With Distinction   = 3.50 through 3.64

Undergraduate Academic honor recipients receive a gold honor cord to wear at the graduation ceremony.

Academic Excellence Awards are bestowed at graduation to student(s) in each program with the highest cumulative grade point average.

Undergraduate students with a minimum **CGPA of 3.50** are eligible for the award. **Graduate Students** with a **minimum CGPA of 3.75** are eligible for the award.

Students who are on Academic Integrity Probation are not eligible for the Academic Excellence Award.

Undergraduate Class Standing (Policy AA-38)

The number of semester credit hours completed indicates a student's class standing. The numbers of semester credit hours for the various class standings are:

Year	Semester Credit Hours
Freshman	0 – 30
Sophomore	31 – 60
Junior	61 – 90
Senior	91+

Undergraduate Deans List (Policy AA-27)

During each semester at Clarkson College, undergraduate students enrolled in a degree program with notable academic achievements are given public recognition by publication of the Dean's List. To be eligible for the Dean's List the student must be enrolled in at least nine (9) hours of course work in the Fall and Spring semesters and have a term grade point average (TGPA) of 3.5 or higher. For the summer semester a student must be enrolled in at least six (6) hours of course work and have a TGPA of 3.5 or better. Students receiving an Incomplete ("I") grade in a Clarkson College course are not eligible for the Dean's List.

Procedure:

1. Registrar runs Dean's List Qualifier Report and sends notification to VPAA Administrative Assistant to print the letters.
2. Registrar runs Dean's List by Hometown and sends to Marketing.
3. Marketing posts the Dean's list on the website and sends to hometown newspapers.
4. VPAA Administrative Assistant prints Dean's List Qualifier letters and mails out to each qualifier.
5. VPAA sends congratulatory email to Students All, Faculty and Staff with a link to the Clarkson College website that displays qualifier names in each academic program

New Student Experience Resources and Requirements (Policy AA-62)

The New Student Experience (NSE) is a comprehensive plan designed to facilitate student success by providing students with the resources they need to succeed. NSE includes; Clarkson Experience, Registration/Advising Days, New Student Orientation, and other resources required or recommended for each student based on the following criteria:

- All incoming students will complete the Student Success Guide (SSG 101) and Interprofessional Education (IPE) Module.

- Incoming undergraduate students who have not earned a degree from an accredited institution and meet one or more of the following criteria will be required to complete additional enrollment requirements as outlined in the table below:
    1. Students who graduated high school within one (1) year of their start date.
    2. Students who bring in less than 12 hours of transferable credit (based on start of semester)
    3. Students admitted with one of the following GPAs (based on date of acceptance):
        a. High school GPA < 3.5
        b. College GPA < 3.25

NSE requirements are based on the criteria above. Students may meet one or more NSE criterion and therefore be required to complete one or more of the requirements listed below. Students admitted conditionally will be obligated to complete additional requirements, per policy AA-57.

NSE Requirements	NSE Criteria				
	High school and, or first-time college students.		Transfer students		Previous degree
	Graduated high school within one (1) year of start date.	High school GPA less than 3.50	Transfer students with less than 12 hours of transferrable credit.	Transfer students with GPA less than 3.25	Transfer students degree from an accredited institution.
SSG 101: Student Success Guide	All incoming students complete SSG 101.				
Inteprofessional Education (IPE) Module	All incoming students complete IPE 301 per AA-54.				
Recitation (BI 210, BI 211, BI 213, CH 110 and/or PTA 105)		X		X	
GEN 101: Strategies for	X		X		

Success:
On-campus
students
must take
an on-
campus
GEN 101
course.
Online
students
may take
online or
on-campus
GEN 101.

Additional New Student Resources

During the initial registration appointment, Academic Advisors or Program Directors may recommend one or more of the services below, based on student needs.

- New Student Orientation
- Writing Lab
- Tutoring
- Recitation courses (students may elect recitation if not required as outlined above)
- Supplemental Instruction
- Mentoring Program
- Personal Counseling
- Student Support Team drop-in sessions
- Success Center academic services:
    - Test-taking
    - Time management
    - Academic support
    - Workshops

Institutional reporting and statistical analysis of the Strategies for Success course and success of the student will be completed annually as part of the Retention Committee, Retreat and Academic Council Assessment Retreat, and Student Services Assessment Retreat.

Procedure:

1. The Admissions Office will enter the following accepted student data into PowerCampus for the Event Registration (New Student Advising and Registration Day) Report:
    a. Accepted GPA
    b. Status – high school, transfer, first-time college
    c. Indicate degree exempt for students who have earned a degree

2. The Registrar's Office will enter the number of transferable credit hours for accepted students into PowerCampus, which will be used for the Event Registration (New Student Advising and Registration Day) Report.
3. Advisors will check the New Student Advising and Registration Day report to determine which NSE requirement(s) are applicable prior to meeting with new students. This information will be shared with students via the Advising Form that also includes College resources.
4. Advisors will track students to ensure that the NSE requirements are completed.
5. Faculty will submit grades for GEN 101 Strategies for Success in Self-Service.
6. The Registrar will include GEN 101 grades for students who were unsuccessful on the end of term academic issues report each semester.
7. Not completing the above requirements may affect student academic program progression. The program director will determine the consequences.

Weather Related School Closing (Policy OG-4)

The decision to close Clarkson College due to adverse weather conditions will be made by the College President or his/her designee. The decision to close will take into account the severity of the forecasted weather; the potential threat to the safety and well-being of students and employees; and the ability of the physical plant to operate.

Procedure:

Cancel Classes, College Closed (Monday through Friday)

- Canceling all classes.
- Clinical Students (within the area affected by the severe weather conditions) should follow the program specific weather closing policy.
- College personnel (staff and faculty) will not be required to report to work.

If the weather overnight is severe, warranting closing, the notification will be made prior to 5:00 am.

If the closing occurs during the day:

- Classes will be dismissed
- Students at clinical sites will be governed by the severe weather program policy

If the weekend weather is severe, the decision to cancel any activity is at the discretion of the Directors. Activities can include Professional Development classes, Student Activities, Graduate Weekend and Clinicals.

If the Director cancels weekend activity:

- Contact the Director of Marketing for communication.

COMMUNICATION:

1. The Director of Marketing will contact the media; update the weather line, update the website, send an all campus electronic communication, which will include students and update any social media utilized by the College for communication.

2. The Director of Admissions will place a message on the main phone line of the College.
3. Faculty or the student (if designated by the faculty) will be responsible for making sure their clinical sites have been informed of the closing.
4. Director of Facilities will use the campus Emergency Notification System to notify employees and students.
5. The Director of Facilities will lock down the main building and student center and notify Public Safety that we are closed.

EMPLOYEE COMPENSATION:

If the College is officially closed due to adverse weather conditions, employees will be paid at their normal rate for any scheduled work time missed.

NON-CLOSINGS:

The College recognizes it is the responsibility of each individual to determine for themselves the risk and/or ability to report to the College or clinical sites in the event of severe weather.

1. **EMPLOYEE -** If the College is not officially closed, and an employee is unable to report to work, or chooses to leave work due to the weather, it is the employee's responsibility to:
   a. Notify their immediate supervisor of their absence or intent to leave work.
   b. Fill out appropriate paperwork for hours missed by using PTO or personal/sick hours, if they wish compensation for those hours.

Withdrawal From Course Grade (Policy AA-3)

Students may withdraw from courses through the last day of the 14th week of a 15 week semester, the 11th week of a 12 week semester, or the 5th week of a 6 week semester. Students may not withdraw from courses during the last week of a semester, under any circumstances.

Procedure:

A "W" grade is recorded on the student's permanent record if a course is withdrawn starting the second week of the term, according to the length of the course below. Courses withdrawn during the first week of the term will be listed as a drop:

Length of Course

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
6-week course	On or before the 3rd week of the course

A student will receive a "WP" (withdraw passing) or a "WF" (withdraw failing) grade when a course is withdrawn after the week indicated below:

Length of Course

15-week course	After the 8th week of the course
12-week course	After the 7th week of the course
6-week course	After the 3rd week of the course

It is the student's responsibility to:

1. Initiate change using the Change of Registration form, and
2. Complete and submit the necessary Change of Registration form to the appropriate student advisor, who will submit the form to the Registrar's Office.

Clarkson College will not be responsible for completed forms which are given to faculty or other staff for submission.

Organizational Governance (Policy OG-15)

Policy Statement

All College policies and procedures will be updated and maintained by the President's Office and will be available electronically through the intranet. Policies and procedures will be coded alphanumerically, as well as by organizational unit (academic and administration). College policies and procedures will provide definition of and standardization of operational policies/procedures and ensure communication and collaboration through the policy review and change process.

Procedure:

Policies are to be placed on the standardized template, which must be requested through the President's Office administrative staff. All policies will include the following sections:

1. Section – identifying the appropriate category the policy applies
2. Subject – identifies the purpose of the policy
3. Number – identifies the policy by section and number. If this is a new policy, this is assigned by the President's Office.
4. Effective date – the month/year the policy becomes implemented or is effective.
5. Date Reviewed – the month/year policy was last reviewed
6. Supersedes- identifies changes to the policy prior to the current policy.

Electronic Signature Statement

1. Policy documents will be electronically signed via the approval process by the Clarkson College President.

General Information

1. The responsible department, a minimum of every 3 years, will review all College policies and procedures. Policies will be reviewed as scheduled unless substantive changes are needed before that time.
2. Any individual, committee, or program can bring forward a policy for review by initiating the review with the responsible department.
3. Policies and procedures requiring substantive update, revision or deletion will be presented to the Operations Council for endorsement from September 1 – February 28 each year. If no changes are made to reviewed policies, a verbal update will be made at Operations Council indicating a review of policies was completed.

4. The results of the policy review will be reported by the College President to the College Board of Directors.
5. The President's Office administrative staff will update the policy and policy review schedule, to notate any changes.
6. The schedule(s) for policy review will be posted and maintained on the Intranet by the President's Office administrative staff.

Institutional Repository (Policy OG-30)

Policy:

The Clarkson College Institutional Repository (IR) is an open-access electronic repository that aims to collect, preserve, and disseminate the intellectual output of the Clarkson College community. The institutional repository can include scholarly work from students, faculty, staff, alumni, and administration.

Items eligible for the Clarkson College Institutional Repository (IR) must be:

1. Copyright eligible
2. Original work of a Clarkson College faculty, student, staff, or administrator
3. Scholarly, educational, or research-oriented in nature
4. Intended to be a permanent part of the repository
5. The author/copyright holder must be willing to grant Clarkson College the non-exclusive right to preserve and distribute the work via the Clarkson College institutional repository.

Procedure:

Faculty can submit work to the institutional repository via the online form.

Student items for inclusion in the Clarkson College Institutional Repository must first be approved by the selecting faculty before submission. Faculty will determine content to be submitted based upon quality standards.

https://clarksoncollege.libwizard.com/submitir

Library Collection Development (Policy OG-29)

Policy:

The Clarkson College Library collection shall include a broad range of sources, in various formats, required for the support of clinical, educational, research and administrative needs of the Clarkson College community as driven by the academic programs and the mission and goals of the institution.

Selection of Materials

The Director of the Library has the over-all responsibility for the development of library collections. The Director of the Library will use the subject expertise of faculty, input from library staff, professional and organizational recommendations, budgetary considerations, and patron recommendations when selecting materials. Accuracy, authority, appropriateness, currency, and budget will be determining factors.

Deselection of materials

Regular removal of outdated, non-relevant, damaged, and duplicate materials helps the library maintain an up-to-date, attractive collection. Prior to the removal of an item, consultation with faculty will occur to ensure no needed and important items are removed.

Criteria for Deselection Consideration

1. Lack of circulation – Item has low usage within a given time frame, depending on subject discipline.
2. Duplication – May include duplication by other formats and editions, in particular print journals now available online. Multiple copies of monographs are kept only where there is a high demand
3. Superseded by more recent editions – The newer editions must incorporate important information from earlier editions.
4. Date of publication – For example, materials lacking historical or other research value or ephemeral materials that are not easily accessed or bound.
5. Accuracy of content –materials containing inaccurate data or facts or outdated materials within a specific subject discipline.
6. Physical condition/format – poor physical condition or damaged beyond usefulness; poor bound volumes; or obsolete physical format.
7. Missing or Lost – Materials' records should not be suppressed from public view until such time that the materials are replaced or deemed unworthy of replacement by Library staff. At that point, records for these materials that have been replaced or deselected should be suppressed.
8. Change or elimination of an academic program, therefore no longer supporting a program need.

Procedure:

On-going Maintenance

1. As new editions are purchased, one prior previous edition will be maintained.
2. Items in poor condition that cannot be repaired may be removed and replacement considered
3. Obsolete formats no longer supported by College technology
4. Items that are declared lost

Scheduled Purging Procedure

Purging will occur on both an on-going and project basis. For large scale purging projects, the following steps will be taken:

1. Library staff identify items for removal based upon project need
2. Analyze circulation usage statistics for items
3. Utilize the MUSTIE Factors for each item.

https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf

M	Misleading	Purge outdated editions and books that are no longer accurate. Pay special attention to areas where information has changed recently or where it changes rapidly
U	Ugly	Consider the condition of the item
S	Superseded	Replaced by a truly new edition or by a much better book on the subject. Especially for reference materials, test guides, and drug manuals.
T	Trivial	(of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past). Purge older titles that were of fleeting interest or popular culture
I	Irrelevant	to the needs and interests of your community. Even e-books should be expected to circulate or be used online at least once every few years.
E	Elsewhere Available	Consider the historical significance and uniqueness of the item to the collection.

Academic Programs

Community Health

Director of Community Health
Sarah Flanagan MSW, MPA, LCSW
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Community Health Mission

Prepare students to professionally and critically address, sustain, and improve community health needs using an interdisciplinary approach.

Community Health Overview

The interdisciplinary Community Health program prepares students for a variety of community health professions outside of direct patient care in the areas of public health, human services, gerontology, women's health, and health care business. The degree options are offered entirely online with select courses available on campus. Students may complete courses year-round on a full-time or part-time basis. The following Community Health degree options are offered:

- Bachelor of Science in Community Health (Traditional, Post-Associate, Dual Degrees)
- Certificates (Public Health, Human Services, Gerontology, Women's Health)
- Minors (Public Health, Human Services, Gerontology, Women's Health)

Community Health Program Goals

- Educate students through an interdisciplinary approach to community health populations.
- Provide students with an understanding of how community health systems work.
- Prepare students to drive positive change and improvement in the community
- Provide an online avenue for degree completion and career advancement.

Program Specific Competency Goals

Upon successful completion of a degree in Community Health, graduates will:

- Demonstrate proficiency in communication by organizing ideas clearly and effectively in written formats. **(Communication)****
- Incorporate communication strategies in collaborative relationships with clients and their families, community organizations, and/or other stakeholders. **(Communication)****
- Utilize critical thinking and problem solving skills to analyze community health needs. **(Critical Thinking)****
- Practice awareness of cultural, ethnic, age, gender, and lifestyle differences. **(Diversity)****
- Utilize evolving technologies proficiently in the planning, implementation, and evaluation of community health care. **(Technology)****
- Demonstrate ethical and professional conduct appropriate to the community health environment. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Community Health Degree Options

Bachelor of Science in Community Health:

The **traditional degree option** is for students with little or no transfer credit. Students complete general education, core, support, and major courses in addition to four of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health, and Health Care Business.

The **post associate degree option** is offered to students that have previously earned an associate degree from an accredited institution. Post associate degree students receive 60 direct tranfer credits for general education and concentration courses.   Students complete core, support, and major courses and choose one of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health, and Health Care Business.

The **dual degree option** is for students completing an associate degree at Clarkson College. This option allows credits earned while completing an associate degree to be used directly toward a Bachelor's in Community Health. The options include:

- Dual degree: Associate of Science degree in Physical Therapist Assistant/Bachelor of Science degree in Community Health.
- Dual degree: Associate of Science degree in Radiography/Bachelor of Science degree in Community Health.

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. **Designated service courses are identified using the following symbol:** ◊

Certificates

The 21 credit hour certificate programs are ideal for current health care practitioners or other individuals seeking to increase their knowledge and enhance their career goals. The certificate program courses were developed and are taught by a multi-disciplinary team of experienced and motivated faculty who are excited about sharing their expertise. Courses are offered year-round on a part-time or full-time basis.

Public Health - The certificate option introduces students to the field of public health and provides fundamental knowledge in health promotion and disease prevention, environmental health, and the U.S. health care system. Students learn how to evaluate health programs and initiate change at higher levels.

Human Services - This certificate option informs students of the role and purpose of human service agencies, the forces that influence them, and the variety of clients they

may serve. Students gain skills in crisis intervention and an understanding of family dynamics, trauma informed care, and working with vulnerable populations.

Gerontology - This certificate option provides students with the knowledge about the process of aging and how to help improve the quality of life for the elderly population. Courses offer insight on holistic patient care, and navigating systems and services for the aging.

Women's Health - This certificate option provides a comprehensive study of historical and current issues related to the growth and development of women. Health issues, from physical to mental, and from local to global, prepare students to work in a variety of settings.

Minors

Students may earn a minor in conjunction with any Clarkson College degree program. The Community Health minors will complement any major program in a health care related field and will provide the background for students to work in a wide variety of health care settings.

Public Health - The Public Health minor is for students interested in disease prevention, health promotion, and emerging issues impacting public health and how changes in our health care systems impact these areas.

Human Services - The Human Services minor is for students interested in helping people become more self-sufficient, learn new skills, and access the services they need. Learning how the individual/family exists within their environment provides a platform to identify strengths and modify services to meet their needs.

Gerontology - The Gerontology minor is for students interested in the physical, psychological, social, and cultural aspects of the lifelong aging process. Coursework will explore contemporary policies and programs that impact quality of life, how to navigate current regulations, and the fundamentals of long-term care management. Students will also learn how to provide supportive care for patients approaching the end of life.

Women's Health - The Women's Health minor is for students interested in the study of historical and current issues related to the growth and development of women. Psychological, social and behavioral influences along with social, political, cultural and geographical factors will be covered.

Bachelor of Science in Community Health

Director of Community Health
Sarah Flanagan MSW, MPA, LCSW
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FlanaganSarah@clarksoncollege.edu

The **traditional degree option** is for students with little or no transfer credit. Students complete general education, core, support, and major courses in addition to four of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health, and Health Care Business.

The **post associate degree option** is offered to students that have previously earned an associate degree from an accredited institution. Post associate degree students receive 60 direct tranfer credits for general education and concentration courses. Students complete core, support, and major courses and choose one of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health, and Health Care Business.

The **dual degree option** is for students completing an associate degree at Clarkson College. This option allows credits earned while completing an associate degree to be used directly toward a Bachelor's in Community Health. The options include:

- Dual degree: Associate of Science degree in Physical Therapist Assistant/Bachelor of Science degree in Community Health.
- Dual degree: Associate of Science degree in Radiography/Bachelor of Science degree in Community Health.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. **Designated service courses are identified using the following symbol:** ◊

Required Courses for Bachelor of Science in Community Health

General Education Courses

12 / 13 semester hours Post-Associate Degree students will receive up to 12 direct transfer credits in this section.

Courses	Semester Hours
[EN 101 - English Composition I](#)	3
[EN 102 - English Composition II](#)	3
[PY 101 - Introduction to Psychology](#)	3

Courses	Semester Hours
MA 130 - College Algebra	3
GEN 101 - Strategies for Success	1

Total Semester Hours 12/13*

*GEN 101 only required for New Student Experience or Conditional Acceptance

Support Courses

(26 semester hours)

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
GEN 105 - Medical Terminology	1
BI 122 - Nutrition Science	3
BU 240 - Health Care Delivery Systems	3
SO 220 - Medical Sociology	2
CHL 244 - Vulnerable Populations	3
CHL 243 - Trauma Informed Care	3
HM 180 - Essentials of Pharmacology	2
ST 310 - Statistics	3
CHL 248 - Introduction to Grant Writing	2
HM 224 - Anatomy and Physiology for HIM OR BI 211 - Human Anatomy - Lecture and Lab OR BI 213 - Human Physiology - Lecture and Lab	4 4 4
Total Semester Hours	26

Health Care Core

Students choose one course from each of the following Core groups (9 semester hours): Intercultural Communication (IC) Humanities (HU) Ethics, Empathy, and Advocacy (EA)

Courses	Semester Hours
◊ IC Core - Intercultural Communication	3
HU Core - Humanities	3
EA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Major Courses

(9 semester hours)

Courses	Semester Hours
◊ CHL 405 - Advocacy and Health Literacy	3
CHL 410 - Community Health Fieldwork (concentration related)	3
CHL 420 - Community Health Capstone (concentration related)	3
Total Semester Hours	9

Additional Major Courses

Traditional students choose four of the five concentration areas to complete.

Post-Associate degree students choose one of the five concentration areas to complete.

Dual Degree students choose one of the five concentration areas to complete.

Public Health Concentration

(18 semester hours)

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
CHL 353 - Community Engagement and Social Change	3
ST 410 - Advanced Statistics for Public Health Care	3

Courses	Semester Hours
CHL 355 - Health Program Planning and Evaluation	3
Total Semester Hours	18

Human Services Concentration

(18 semester hours)

Courses	Semester Hours
PY 200 - Human Development	3
CHL 266 - Social Policy and Human Services	3
CHL 245 - Family Dynamics	1
EA 210 - American Poverty and Health Care	3
CHL 252 - Information and Referral	2
CHL 249 - Crisis Intervention Seminar	1
CHL 253 - Understanding the Criminal Justice System	2
CHL 353 - Community Engagement and Social Change	3
Total Semester Hours	18

Gerontology Concentration

(18 semester hours)

Courses	Semester Hours
HC 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
EA 205 - Death and Dying	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3

Courses	Semester Hours
CHL 334 - Managing Care of the Older Adult	3
CHL 335 - Seminar in Gerontology	1
Total Semester Hours	18

Women's Health Concentration

(18 semester hours)

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Women's Health Seminar: Mammography	1
CHL 366 - Women's Health Seminar: Pharmacology	1
CHL 367 - Women's Health Seminar: Preventative and Restorative Topics	1
Total Semester Hours	18

Health Care Business Concentration

(18 semester hours)

Courses	Semester Hours
HM 260 - Data Management and Analytics	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 306 - Principles of Management	3

Courses	Semester Hours
Total Semester Hours	12

Health Care Business Electives

Students choose two of the following electives:

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
BU 420 - Long Term Care	3
BU 211 - Business and Health Law	3
HM 255 - Legal and Ethical Aspects of Health Information	3
BU 371 - Organizational Behavior	3
BU 425 - Project Management	3
BU 335 - Managing Healthcare Departments	3
BU 310 - Revenue Cycle Management	3
BU 411 - Operations and Quality Management	3

Community Health Minors

Director of Community Health
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Students may earn a minor in conjunction with any Clarkson College degree program. The Community Health minors will complement any major program in a health care related field and will provide the background for students to work in a wide variety of health care settings.

Required Courses for Community Health Minors

Public Health Minor

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
CHL 353 - Community Engagement and Social Change	3
ST 410 - Advanced Statistics for Public Health Care	3
CHL 355 - Health Program Planning and Evaluation	3
Total Semester Hours	18

Human Services Minor

Courses	Semester Hours
CHL 266 - Social Policy and Human Services	3
CHL 245 - Family Dynamics	1
CHL 253 - Understanding the Criminal Justice System	2
CHL 244 - Vulnerable Populations	3
CHL 353 - Community Engagement and Social Change	3
CHL 252 - Information and Referral	2
CHL 249 - Crisis Intervention Seminar	1
CHL 243 - Trauma Informed Care OR PY 200 - Human Development	3 3
Total Semester Hours	18

OR PY 200 Human Development

Gerontology Minor

Courses	Semester Hours
HC 220 - Gerontology	2
EA 205 - Death and Dying	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3
CHL 241 - Programs, Services and Policies in Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 335 - Seminar in Gerontology	1
Total Semester Hours	18

Women's Health Minor

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 365 - Women's Health Seminar: Mammography	1
CHL 366 - Women's Health Seminar: Pharmacology	1
CHL 367 - Women's Health Seminar: Preventative and Restorative Topics	1
Total Semester Hours	18

Gerontology Certificate

Director of Community Health

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The Gerontology Certificate program is ideal for individuals interested in the many issues facing our aging population. The Gerontology courses are designed to present the physical, psychological, social, and cultural aspects of the lifelong aging process. The important role of the health care provider in direct and supportive care of patients and loved ones at the end of life is highlighted. Students will also explore contemporary policies, programs, and services that impact quality of life, as well as strategies used to develop programs for the older adult.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Gerontology Certificate

General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an Associate's degree or higher in a health care related field may have the prerequisites waived after review by the admitting Program Director.

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
HM 224 - Anatomy and Physiology for HIM OR BI 211 - Human Anatomy - Lecture and Lab AND BI 213 - Human Physiology - Lecture and Lab	4 4 4
Total Semester Hours	16

Required courses

Courses	Semester Hours
HC 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3
CHL 335 - Seminar in Gerontology	1
EA 205 - Death and Dying	3
CHL 410 - Community Health Fieldwork (concentration related) OR EA Core - Ethics, Empathy, and Advocacy OR CHL 244 - Vulnerable Populations	3 3 3
Total Semester Hours	21

Human Services Certificate

Director of Community Health
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The online Human Services Certificate program is for students interested in helping vulnerable clients access the resources they need to become healthy and self-sufficient. Whether desiring to work in clinical environments, community agencies, or the non-profit sector, students gain valuable insight into understanding how to better work with clients/ families of varied backgrounds.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Human Services Certificate

General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an Associate's degree or higher in a health care related field may have the prerequisites waived after review by the admitting Program Director.

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
HM 224 - Anatomy and Physiology for HIM OR BI 211 - Human Anatomy - Lecture and Lab AND BI 213 - Human Physiology - Lecture and Lab	4 4 4
Total Semester Hours	16

Required courses

Courses	Semester Hours
CHL 266 - Social Policy and Human Services	3
CHL 244 - Vulnerable Populations	3
CHL 245 - Family Dynamics	1
CHL 249 - Crisis Intervention Seminar	1
CHL 252 - Information and Referral	2
CHL 253 - Understanding the Criminal Justice System	2
CHL 353 - Community Engagement and Social Change	3
CHL 410 - Community Health Fieldwork (concentration related) OR EA Core - Ethics, Empathy, and Advocacy AND CHL 243 - Trauma Informed Care OR PY 200 - Human Development	3 3 3 3

Total Semester Hours   21

Public Health Certificate

Director of Community Health
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The online Public Health certificate program aims to increase students' knowledge of effective practices and disease prevention tactics that protect the public from harm and promote health throughout the state, the nation and the world. Students learn about disease prevention, health promotion, emerging issues impacting public health, and how changes in our health care systems impact these areas.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Public Health Certificate

General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an Associates degree or higher in a health care related field may have the prerequisites waived after review by the admitting Program Director.

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
HM 224 - Anatomy and Physiology for HIM OR BI 211 - Human Anatomy - Lecture and Lab AND BI 213 - Human Physiology - Lecture and Lab	4 4 4
Total Semester Hours	16

Required courses

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
CHL 353 - Community Engagement and Social Change	3
ST 410 - Advanced Statistics for Public Health Care	3
CHL 355 - Health Program Planning and Evaluation	3
CHL 410 - Community Health Fieldwork (concentration related) OR EA Core - Ethics, Empathy, and Advocacy OR CHL 244 - Vulnerable Populations	3 3 3
Total Semester Hours	21

Women's Health Certificate

Director of Community Health
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The Certificate in Women's Health is designed for those interested in studying the historical and current issues related to the growth and development of women. Students learn about psychological, social and behavioral issues along with social, political, cultural and geographical factors influencing women in the U.S. and abroad.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Women's Health Certificate

General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an Associate's degree or higher in a health care related field may have the prerequisites waived after review by the admitting Program Director.

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
HM 224 - Anatomy and Physiology for HIM OR BI 211 - Human Anatomy - Lecture and Lab AND BI 213 - Human Physiology - Lecture and Lab	4 4 4
Total Semester Hours	16

Required courses

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Women's Health Seminar: Mammography	1
CHL 366 - Women's Health Seminar: Pharmacology	1
CHL 367 - Women's Health Seminar: Preventative and Restorative Topics	1
CHL 410 - Community Health Fieldwork (concentration related) OR EA Core - Ethics, Empathy, and Advocacy OR	3 3

Courses	Semester Hours
CHL 244 - Vulnerable Populations	3
Total Semester Hours	21

Undergraduate Community Health Courses

CHL 241 - Programs, Services and Policies in Aging

An overview of the impact of policy related to the aging population in the U.S. Students will examine the role of legislative mandates, as well as the availability of programs and services for older adults at individual, community and societal levels.

Semester hours: 3

CHL 243 - Trauma Informed Care

Students will learn the statistics, dynamics and typical effects of personal trauma and its impact on health. Using the Trauma Informed Care framework, students will be given the opportunity to learn to adjust their approach to interacting with patients and clients.

Semester hours: 3

CHL 244 - Vulnerable Populations

This course will address human services practices and policy focusing on historical and current developments and content of the key social, legislative and governmental programs designed for groups in need across the lifespan. The course will consider factors that contribute to vulnerability. Students will explore and identify the eligibility requirements, barriers, and provisions of the programs related to vulnerable populations.

Semester hours: 3

CHL 245 - Family Dynamics

This course serves to examine relationships within family systems across the life span, and their reciprocal relationship with cultural and societal dynamics. An overview of family systems theory will serve as the foundation for exploring topics such as healthy relationships, problem solving, communication, conflict resolution, decision-making, time- and stress-management.

Semester hours: 1

CHL 248 - Introduction to Grant Writing

Grant writing is an important skill for professionals in a variety of settings. Students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans.
Semester hours: 2

CHL 249 - Crisis Intervention Seminar

This seminar addresses different types of crises that may impact individuals, families or communities. A framework for assessing and intervening is offered and integrated throughout the following possible topics: substance abuse, mental health, medical crisis, acts of violence, natural disasters, death and loss. Information on family dynamics, self-care, stress relief and coping is included.
Semester hours: 1

CHL 250 - Epidemiology

This is a foundational course for health professionals in the field of infection control in all health care settings. This course integrates microbiology, infection prevention, and patient care practices as applied to a population-focused practice. It provides major emphasis on risk identification and prevention strategies.
Semester hours: 3

CHL 251 - Environmental Risk Factors and Disease

This course investigates physical, chemical and biological risk factors that may contribute to human disease. Disease processes, manipulation of the environment to prevent disease, and therapeutic interventions to cure diseases will be discussed.
Semester hours: 3

CHL 252 - Information and Referral

The objective of this class is to help students gain an understanding of how to effectively and efficiently identify appropriate resources for their clients/patients in need. Students will explore ways to help people in need identify their difficulties and create a co-planned approach to possible community assistance. Students will learn how to advocate for their clients/patients and gain an understanding and practice of bringing people and services together.
Semester hours: 2

CHL 253 - Understanding the Criminal Justice System

This course explores the historical development, current operation, and future trends of criminal justice. Students will begin to understand the major components of the system: police, courts, and corrections. Students will develop an awareness of the intersection

of healthcare and the criminal justice system, focusing on both mental health issues and health disparities.

Semester hours: 2

CHL 260 - Evolution of Women's Health

This course provides an introduction to women's health. A review of the historical and current issues related to the growth and development of women and the barriers to maintain a healthy lifestyle throughout the lifespan.

Semester hours: 3

CHL 261 - Women's Health in Contemporary Society

This course examines psychological, social, and behavioral influences on women's health. It focuses on the relationship between lifestyle factors and mental and physical health in women. Topics covered include high-risk health behaviors, stress, weight, sexuality, fertility, and promoting health and wellness among women.

Semester hours: 3

CHL 265 - Literary Perspectives of Women's Health

This survey course explores women's health as portrayed in literature, including the multiple challenges women face in a healthcare context, particularly, though not limited to, women as the healthcare patient and women as the healthcare provider. Students will analyze literature both past and present to illuminate the complications and significance inherent in women's health.

Semester hours: 3

CHL 266 - Social Policy and Human Services

This course will provide an overview of social policy and its impact on the development, design, and delivery of human services in the United States. Students will evaluate the role, history and theory of human services, as well as the policies and programs that help or hinder positive individual, family, and community development. Pertinent skills, knowledge, attitudes, and values of the human service worker will also be examined.

Semester hours: 3

CHL 330 - Health and Physical Aspects of Aging

This course will explore the anatomy and physiology of adult body systems, age-related changes in structure and function and age-related disorders. Epidemiology of the major chronic diseases, risk factors, methods of prevention and current methods of treatment will be discussed. Students will also learn about the impact of physical activity and recreation, nutrition and infection control on health and disease in the aging population.

Semester hours: 3

CHL 333 - Psychological and Social Aspects of Aging

This course provides an overview of the psychological and social aspects of aging. The demographics of aging and the impact of aging on social institutions will be examined. This course provides an analysis of the individual and society, and an exploration of the changing roles and status of the aging population. It addresses both normal aging and psychopathology. Implications for cultural diversity and at-risk populations will also be explored.

Semester hours: 3

CHL 334 - Managing Care of the Older Adult

This course surveys contemporary policies, programs and services for an aging population and explores the impacts of an aging society on financial planning and retirement. Students, caregivers, professionals, family members, and friends are equipped with information to provide quality care for elderly people while taking care of their own needs for support and rest. Focus is on understanding a multidisciplinary approach to community, home, and institution based care which addresses social and ethical issues, problems, policies, and programs that affect the quality of life for our rapidly aging population. This course explores specific health needs of aging individuals and assists students in identifying techniques and strategies used in developing programs for the older adult.

Semester hours: 3

CHL 335 - Seminar in Gerontology

An integrative course in which students will apply current events and knowledge gained in earlier coursework to gerontology related areas such as advocacy, professionalism, family and work space issues, education, vulnerability, and legal issues.

Semester hours: 1

CHL 353 - Community Engagement and Social Change

This course will look at the concepts of community building and health improvement. Students will identify strategies for stakeholder outreach and implementation of community health initiatives. Active public engagement will assist with the exploration and identification of established programs within a community of interest.

Semester hours: 3

CHL 355 - Health Program Planning and Evaluation

This course builds upon knowledge gained from previous coursework. Students have the opportunity to learn more about collecting data from a#variety of sources which is integral to health program planning. Theoretical program planning and development for comprehensive health programs are#addressed.# Strategies for monitoring the program as well as program#evaluation are also#analyzed.

Semester hours: 3

Prerequisites:

- [BU 470](#) - Issues and Policies in Public Health
- [CHL 250](#) - Epidemiology
- [CHL 251](#) - Environmental Risk Factors and Disease

CHL 362 - Global Issues in Women's Health

This course examines women's health with an emphasis on global issues. Social, political, economic, cultural and geographical factors influencing women's health will be explored. Students will examine the basic health needs of all women and compare the availability of and types of services in different parts of the world.

Semester hours: 3

CHL 364 - Mental Health of Women Throughout the Lifespan

This course examines the mental health of women throughout the lifespan, considering strengths and challenges related to life events and family roles. Topics such as sleep and self-care, substance abuse, co-dependency, anxiety, post-partum depression and empty-nest phenomena will be explored. Additionally, the effects of violence against women will be discussed to examine how violence affects the mental health of women.

Semester hours: 3

CHL 365 - Women's Health Seminar: Mammography

This course examines the role of mammography in breast cancer detection. Breast cancer risk factors, the need for screening, breast health strategies and available technology will be discussed.

Semester hours: 1

CHL 366 - Women's Health Seminar: Pharmacology

This course examines pharmacologic agents used during pregnancy, labor and delivery, and postpartum. Oral and long acting contraceptives, menopausal hormone replacement therapy, and the pharmacologic prevention and treatment of osteoporosis will also be discussed.

Semester hours: 1

CHL 367 - Women's Health Seminar: Preventative and Restorative Topics

This course examines preventative and restorative topics relevant to women's health, such as incontinence, lymphedema, breast/ovarian/uterine cancer, pelvic floor dysfunction, and how to stay active throughout the lifespan to maximize quality of life.

Semester hours: 1

CHL 405 - Advocacy and Health Literacy

This course will examine recommended actions to promote a health literate society and how to be an advocate to not only the patient and family but at a local, state and national level. Content areas include an exploration of verbal and written techniques, tools and interventions implemented to ensure health information is clearly communicated and promotes patient access and resources for quality care. Students will also learn key principles and strategies of how to effectively provide resources to a variety of patient populations and improve health literacy, along with different methods of evaluating literacy and its impact on health. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

CHL 410 - Community Health Fieldwork (concentration related)

The fieldwork experience allows students to combine academic theory with new, career-related experience in their area of professional interest. Students must gain permission from the advisor before enrolling.

Semester hours: 3

Restrictions and Notes:

- Graded Pass / No Pass

CHL 420 - Community Health Capstone (concentration related)

The capstone experience requires students to conduct programmatic research and implement a service project in their area of professional interest. Students must gain permission from the advisor before enrolling.

Semester hours: 3

Restrictions and Notes:

- Graded Pass / No Pass

Education & Leadership

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Health Care Education & Leadership
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Doctor in Health Care Education & Leadership

Director of Doctor in Health Care Education & Leadership (EDD)

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Introduction

Graduates of the Doctor in Health Care Education and Leadership (Ed.D.) program will have expanded knowledge and expertise required to provide health care leadership in both academic and administrative roles. Graduates will demonstrate excellence in interdisciplinary communication, translational research and problem solving while providing quality health care education. The major coursework will supply a foundation in outcomes assessment, learner development, transformational leadership and brain-linked research, which strengthens the ability to implement innovative educational approaches. Graduates will have the skill set needed to assess, design, implement and evaluate a process or program utilizing change theory, conflict management and adult educational principles.

Part- and full-time study options are available.

Program Specific Competency Goals

With the successful completion of the Clarkson College Doctor in Health Care Education & Leadership (Ed.D.) program, students will be prepared to:

- Create educational and leadership strategies to meet the needs of diverse constituents. **(Diversity)****
- Engage in interdisciplinary communication, analysis and problem solving that reflects applied research best practice. **(Communication)****
- Implement assessment and evaluation strategies using information technology to improve learning, productivity and professional practice. **(Technology)****
- Synthesize knowledge of educational and leadership theory, management skills, leadership strategies and data to transform organizations and educational institutions. **(Critical Thinking)****
- Integrate ethical, legal and professional principles into decision making in the organizational and educational leadership setting. **(Professional Behavior)****

**Categories denoted in the parentheses represent relationship to the Clarkson College student success skills, which are the institutional student learning outcomes and include communication, technology, critical thinking, diversity and professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Prerequisites

Students entering the Doctor in Health Care Education and Leadership program must have a minimum of three credit hours of graduate level statistics (or taken in conjuction with other EDD courses the first year).

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Doctor in Health Care Education & Leadership

IPE Course

Courses	Semester Hours
[IPE 301 - Interprofessional Education](#)	0
Total Semester Hours	0

Research Courses

(9 semester hours)

Courses	Semester Hours
[EDD 908 - Quantitative Research Methods](#)	3
[EDD 909 - Qualitative Research Methods](#)	3
[EDD 910 - Applied Research](#)	3
Total Semester Hours	9

Content Courses

(33 semester hours)

Courses	Semester Hours
EDD 915 - Outcomes of Health Care in a Global Society	3
EDD 918 - Organizational Systems and Behavior	3
EDD 929 - Healthcare and Education Policy and Law	3
◊ EDD 932 - Leadership	3
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 937 - Curriculum and Program Development and Assessment	3
EDD 938 - Leadership and Diversity	3
EDD 939 - Strategic Leadership	3
EDD 945 - Healthcare Economics and Financial Management	3
EDD 960 - Trends and Issues in Health Care Education	3
EDD 968 - Managing Organizational Conflict	3
Total Semester Hours	33

Dissertation Courses

(9 semester hours)

Courses	Semester Hours
EDD 920 - Doctoral Seminar I	1
EDD 921 - Doctoral Seminar II	2
EDD 922 - Doctoral Seminar III	2
EDD 923 - Doctoral Seminar IV	1
EDD 974 - Dissertation I	1
EDD 975 - Dissertation II	1
EDD 976 - Dissertation III	1

Courses	Semester Hours
Total Semester Hours	9

Curriculum plan of required courses for Doctor in Health Care Education and Leadership Program (Full time, Fall Start*)

First Year

First Semester

Courses	Semester Hours
EDD 909 - Qualitative Research Methods	3
◊ EDD 932 - Leadership	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	6

Second Semester

Courses	Semester Hours
EDD 908 - Quantitative Research Methods	3
EDD 915 - Outcomes of Health Care in a Global Society	3
Total Semester Hours	6

Third Semester

Courses	Semester Hours
EDD 918 - Organizational Systems and Behavior	3
EDD 960 - Trends and Issues in Health Care Education	3
Total Semester Hours	6

Second Year

First Semester

Courses	Semester Hours
EDD 910 - Applied Research	3
EDD 920 - Doctoral Seminar I	1
EDD 934 - Learning Theories and Adult Education Methods	3
Total Semester Hours	7

Second Semester

Courses	Semester Hours
EDD 921 - Doctoral Seminar II	2
EDD 937 - Curriculum and Program Development and Assessment	3
EDD 938 - Leadership and Diversity	3
Total Semester Hours	8

Third Semester

Courses	Semester Hours
EDD 939 - Strategic Leadership	3
EDD 968 - Managing Organizational Conflict	3
EDD 974 - Dissertation I	1
Total Semester Hours	7

Third Year

First Semester

Courses	Semester Hours
EDD 922 - Doctoral Seminar III	2
EDD 945 - Healthcare Economics and Financial Management	3
EDD 975 - Dissertation II	1
Total Semester Hours	6

Second Semester

Courses	Semester Hours
[EDD 923 - Doctoral Seminar IV](#)	1
[EDD 929 - Healthcare and Education Policy and Law](#)	3
[EDD 976 - Dissertation III](#)	1
Total Semester Hours	5

Curriculum plan of required courses for Doctor in Health Care Education and Leadership Program (Part time, Fall Start*)

First Year

First Semester

Courses	Semester Hours
◊ [EDD 932 - Leadership](#)	3
[IPE 301 - Interprofessional Education](#)	0
Total Semester Hours	3

Second Semester

Courses	Semester Hours
[EDD 915 - Outcomes of Health Care in a Global Society](#)	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
[EDD 960 - Trends and Issues in Health Care Education](#)	3
Total Semester Hours	3

Second Year

First Semester

Courses	Semester Hours
EDD 909 - Qualitative Research Methods	3
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 908 - Quantitative Research Methods	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 910 - Applied Research	3
Total Semester Hours	3

Third Year

First Semester

Courses	Semester Hours
EDD 945 - Healthcare Economics and Financial Management	3
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 920 - Doctoral Seminar I	1
EDD 938 - Leadership and Diversity	3
Total Semester Hours	4

Third Semester

Courses	Semester Hours
EDD 921 - Doctoral Seminar II	2

Courses	Semester Hours
EDD 939 - Strategic Leadership	3
Total Semester Hours	5

Fourth Year

First Semester

Courses	Semester Hours
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 974 - Dissertation I	1
Total Semester Hours	4

Second Semester

Courses	Semester Hours
EDD 937 - Curriculum and Program Development and Assessment	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 918 - Organizational Systems and Behavior	3
EDD 968 - Managing Organizational Conflict	3
Total Semester Hours	6

Fifth Year

First Semester

Courses	Semester Hours
EDD 922 - Doctoral Seminar III	2
EDD 975 - Dissertation II	1
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 923 - Doctoral Seminar IV	1
EDD 929 - Healthcare and Education Policy and Law	3
EDD 976 - Dissertation III	1
Total Semester Hours	5

Doctoral Education & Leadership Courses

EDD 908 - Quantitative Research Methods

The purpose of this course is to provide students with a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data. In addition to methodological considerations, we will also examine the social, political and ethical dimensions of designing and executing research in general and applied research in particular.

Semester hours: 3

EDD 909 - Qualitative Research Methods

This course is designed to train graduate students in qualitative research methodology, from conceptualization, through design and data collection processes for use in their doctoral studies and as an applied research methodology for problem investigation, problem solving and evaluation in a variety of fields. It includes a thorough discussion of qualitative research design and the role of theory in guiding and informing research design. The course begins with research problems, questions and design considerations and follows with study of various qualitative research methods.

Semester hours: 3

EDD 910 - Applied Research

This course in advanced research provides students with knowledge and skills for understanding, analyzing and designing research at the doctorate-level. Students explore the application of research to the practice setting. Quantitative, qualitative and mixed-method research designs and methods are analyzed. Ethical and social change implications of conducting research, producing knowledge and engaging in scholarship are emphasized. Students will synthesize and apply their knowledge and skills of applied research.

Semester hours: 3

Co-requisites:

- EDD 920 - Doctoral Seminar I

EDD 915 - Outcomes of Health Care in a Global Society

This course examines the behavioral, cultural and social contexts of health disparities and its consequences as well as implications for the health of minority populations from a health care perspective. The history of health disparities, inequity and inequality while highlighting their differences are discussed. Emphasis is placed on the roles of health care practitioners and health care facilities in providing health care equity.

Semester hours: 3

EDD 918 - Organizational Systems and Behavior

This course will review a variety of organizational systems and structures primarily from the human behavior and communication perspectives. Topics include history of organizations, how organizational meaning is created and sustained, communications, group dynamics, leadership, power, organizational design and development, and organizational culture. Particular attention will be paid to application of relevant concepts through organizational change in healthcare and educational settings.

Semester hours: 3

EDD 920 - Doctoral Seminar I

This course focuses on the dissertation process and a review of the literature surrounding the student's proposed topic. The students' committee chair and members will be identified. The roles of the committee chair and committee members are discussed, as well as College resources.

Semester hours: 1

Co-requisites:

- EDD 910 - Applied Research

EDD 921 - Doctoral Seminar II

This course, focusing on scientific inquiry, emphasizes the formulation and the writing of a dissertation/proposal and the process for IRB. Methodology and content for each of the proposed chapters are defined.

Semester hours: 2

Prerequisites:

- EDD 910 - Applied Research
- EDD 920 - Doctoral Seminar I

EDD 922 - Doctoral Seminar III

This course focuses on the data collection, data analysis and formulation of dissertation outcome chapter(s) following IRB approval. A thorough discussion of the review of

literature refuting or supporting the dissertation results is highlighted. Completion of the Portfolio Assessment of Core Competencies is part of this course.

Semester hours: 2

Prerequisites:

- [EDD 921](#) - Doctoral Seminar II

Restrictions and Notes:

- Prerequisites: Successful completion of Comps

EDD 923 - Doctoral Seminar IV

This course focuses on the completion of the dissertation. Content, format issues and recommendations for further research are discussed. Dissemination of the dissertation outcome and possible outlets for publication are covered.

Semester hours: 1

Prerequisites:

- [EDD 922](#) - Doctoral Seminar III

EDD 929 - Healthcare and Education Policy and Law

This course examines principles and practice of law in relation to academic and healthcare organizations. Application of legal issues for effective business practice will be explored.

Semester hours: 3

EDD 932 - Leadership

This course focuses on theories of leadership and their application for organizational effectiveness, which occurs in the context of modern society by initiating and reacting to change. The course is designed to provide students a foundation in leadership theory, development, and application providing the framework to further develop the knowledge, skills and attitudes required of future educational leaders. Special emphasis is given to the impact of the interaction among organizational culture, leadership styles and change and the effects on the learning community. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

EDD 934 - Learning Theories and Adult Education Methods

Learners focus on the principles of learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical

thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.

Semester hours: 3

EDD 937 - Curriculum and Program Development and Assessment

This course examines curriculum and program design and development in educational and corporate training settings. Attention is given to learning theories and strategies for adult and non-traditional learners. Attention is also given to assessment at the program level for continuous improvement and accreditation purposes.

Semester hours: 3

EDD 938 - Leadership and Diversity

Issues of leading people in the global marketplace. Focus on understanding the impact of cultural differences, comparing and contrasting domestic and multinational leadership challenges, and review of current multinational leadership

Semester hours: 3

EDD 939 - Strategic Leadership

This course is designed to help students develop a mental map of how to think about organizations strategically. The emphasis will be on exerting influence through strategy, strategic communication, organizational design, and systems theory.

Semester hours: 3

EDD 945 - Healthcare Economics and Financial Management

This course will enable learners to apply the tools of budgeting, finance and strategy to address challenges faced by administrators/directors in higher educational and health care settings. Topics will include role of staffing, equipment needs, facilities planning, cost effectiveness, market analysis and financial projecting. Case studies and current events will be integrated throughout to encourage discussions.

Semester hours: 3

EDD 960 - Trends and Issues in Health Care Education

This course provides a study of the current trends and issues, such as social, economic, political, ethical and/or cultural affecting health care education. Emphasis is placed on critical review of educational and leadership issues.

Semester hours: 3

EDD 968 - Managing Organizational Conflict

This course is designed to present a variety of theories used to mediate conflict at various social and psychological levels. The causes, manifestations of organizational conflict and intervention techniques will be presented. Learners will apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders.

Semester hours: 3

Prerequisites:

- EDD 918 - Organizational Systems and Behavior

EDD 974 - Dissertation I

This course is the first of three courses that culminates in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an inter-professional committee.

Semester hours: 1

Prerequisites:

- EDD 921 - Doctoral Seminar II

EDD 975 - Dissertation II

This course is the second of three courses that culminates in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an inter-professional committee.

Semester hours: 1

Prerequisites:

- EDD 921 - Doctoral Seminar II

EDD 976 - Dissertation III

This course is the third of three courses that culminates in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an inter-professional committee.

Semester hours: 1

Prerequisites:

- EDD 921 - Doctoral Seminar II

General Education

Director of General Education
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General Education Mission

To impart upon the student broad knowledge of nature, society, and culture to complement their health care specialization and prepare them for a dynamic and ever changing world.

General Education Overview

At Clarkson College, the General Education Department has created courses specifically with health care students in mind. These courses are uniquely student-centered and facilitate the application of classroom learning to real life situations. General Education courses, as well as the carefully designed Health Care Core, ensure that we provide the foundations necessary for successful progression through each of Clarkson's programs of study.

General Education Goals

The goal of the Clarkson College General Education curriculum is to provide a comprehensive foundation of understanding and knowledge that incorporates our students' previous experiences, while serving as the basis for personal and professional success in the 21st Century. Specific goals of the General Education curriculum are to:

- Provide appropriate and effective general education courses designed specifically to support the Clarkson College Mission.
- Present courses that permit students to expand their abilities in the natural sciences, mathematics, written and oral communication, the social sciences, the humanities and history.
- Offer general education courses in formats that permit integrative and applied learning through a variety of delivery systems.
- Develop teamwork and leadership skills and talents that will provide Clarkson College students the opportunity to assume dynamic roles in their chosen profession.
- Deliver the required health care core curriculum, consisting of a variety of courses organized into three categories, all designed to enhance each student's success while in college as well as after graduation.
- Provide a full range of courses that are flexible and innovative in assessing the needs of both our students and this institution.

Health Care Core Curriculum

Our Health Care Core not only provides common intellectual experiences, it also enhances student success while in college and enriches a student's professional skills in each of the following:

- Critical thinking and broad integrative learning;
- Written and oral communication;
- Analysis, problem solving and decision making;
- Personal, social, cultural and global awareness;
- Professional and biomedical ethics;
- Teamwork and leadership potential

Health Care Core Outcomes

- Communication: Students will demonstrate thoughtful communication through clear description, organization, and expression. **(Communication)****
- Critical Thinking: Students will analyze multidimensional topics and concepts. **(Critical Thinking)****
- Technology: Students will exhibit adaptablity to changing technologies. **(Technology)****
- Professionalism: Students will demonstrate appropriate behaviors and interactions with others. **(Professionalism)****
- Diversity: Students will evaluate the impact and importance of diversity in health care. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

All undergraduate students will complete one course from each of the following Health Care Core categories at Clarkson College (these courses may not be transferred):

Intercultural Communications (designated service course)

Clarkson College offers a variety of Intercultural Communication courses, designed specifically to meet the needs of all students, whether relatively new to the health care field, or those with more experience. These courses emphasize the value in learning how to interact effectively with others in the culturally diverse and beautifully complex world in which we live and prepare to work.

- **IC 200 Developing Cultural Competence**
- **IC 210 Patient Engagement, Medicine, and Mass Media**
- **IC 220 Communicating Confidently Across Cultures**
- **IC 250 Advancing Cultural Competence**

Humanities

Clarkson College offers a variety of humanities courses to broaden each student's perspective of self and others. These courses emphasize that human knowledge, particularly in the areas of health and medicine, is constantly changing; only those who understand origins, context, causality, and trends will be prepared to innovate in the future. These courses are designed for all students, regardless of previous knowledge and experience.

- **HU 200 A Cultural History of the Healing Arts**
- **HU 205 The History of Science, Technology, and Medicine**
- **HU 210 American Social Movements**
- **HU 215 Academic Travel Abroad Humanities**
- **HU 220 World Religions**

Ethics, Empathy and Advocacy

Clarkson College offers a variety of courses to develop an understanding of patients' rights on a deeper level by examining biomedical and social ethics through special populations that typically require greater advocacy. These courses emphasize how the health care system reflects the broader culture and its values. They are designed to meet the needs of all students in the health care field, regardless of experience level

- **EA 200 Biomedical Ethics in Health Care**
- **EA 205 Death and Dying**
- **EA 210 American Poverty and Health Care**
- **EA 215 Abnormal Psychology**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

General Education Requirements

A minimum of one Health Care Core courses from each category (outlined above) is required for students in an undergraduate program. Students have the option to choose additional Health Care Core, General Education, or Community Health courses for elective credit.

Undergraduate General Education Courses

BI 122 - Nutrition Science

This course provides an introduction to basic nutrition information. Cultural differences in food behaviors are discussed in relationship to healthy dietary habits. The course furthers the study of nutrition as students are guided through the concepts of medical nutrition therapy (MNT). Medical nutrition therapy involves specific diseases or conditions requiring modifications of the nutritional components of the normal diet. Each modified diet has a purpose or rationale and its use is usually determined by the physician and/or dietitian.

Semester hours: 3

BI 210 - Microbiology - Lecture and Lab

Microbiology is a course designed to introduce students to microbial structure, classification and identification. The characteristics of bacterial, viral, fungal and protozoan diseases will be examined. The impact of microbiology on health care professions will be emphasized.

Semester hours: 4

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

BI 210.RS - Microbiology Recitation

Microbiology recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management, and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

Semester hours: 0

Co-requisites:

- BI 210 - Microbiology - Lecture and Lab

Restrictions and Notes:

- For New Student Experience (NSE) students as outlined in Policy AA-62: 1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

BI 211 - Human Anatomy - Lecture and Lab

Students will gain important concepts about human anatomy in preparation for their degree program coursework. Because knowledge of the human anatomy is essential in understanding and practicing methods used in their skill, anatomy will provide students anatomical foundation they will need to become successful as a student and a future practitioner.

Semester hours: 4

BI 211.RS - Human Anatomy Recitation

Human Anatomy recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management, and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

Semester hours: 0

Co-requisites:

- BI 211 - Human Anatomy - Lecture and Lab

Restrictions and Notes:

- For New Student Experience (NSE) students as outlined in Policy AA-62: 1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

BI 213 - Human Physiology - Lecture and Lab

Human Physiology is a rigorous course designed for students pursuing health care careers. This course will provide a foundation of basic principles necessary for pathophysiology and pharmacology, as well as the study of related health care subjects. Emphasis is placed on relating anatomy to physiology, system connections, homeostatic mechanisms and clinical applications that will impact future patients. Instructional activities in lecture and lab are integrated to facilitate the application of basic principles and critical thinking to the health care field.

Semester hours: 4

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

Restrictions and Notes:

- CH 110 and BI 211 are required for undergraduate nursing majors.

BI 213.RS - Human Physiology Recitation

Human Physiology recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management, and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

Semester hours: 0

Co-requisites:

- BI 213 - Human Physiology - Lecture and Lab

Restrictions and Notes:

- For New Student Experience (NSE) students as outlined in Policy AA-62: 1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

CH 110 - General Chemistry - Lecture and Lab

This course provides an introduction to the topics of inorganic chemistry, organic chemistry and biochemistry. Topics include: atomic structure and bonding; chemical reactions; nomenclature; gases; solutions; acids; bases and buffers; the function and structure of carbohydrates; lipids; proteins and nucleic acids; metabolic pathways and energy production. Emphasis will be placed on topics that relate to health care professions.

Semester hours: 4

Prerequisites:

- MA 130 - College Algebra

Restrictions and Notes:

- MA 130 may be take concurrently or prior to CH 110

CH 110.RS - General Chemistry Recitation

Chemistry recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management, and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

Semester hours: 0

Co-requisites:

- [CH 110](#) - General Chemistry - Lecture and Lab

Restrictions and Notes:

- For New Student Experience (NSE) students as outlined in Policy AA-62: 1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

EA 200 - Health Care Ethics

This course introduces the frameworks and concepts useful to approaching, understanding, and resolving ethical issues. Students will use sociological and historical approaches to understand modern ethical dilemmas in health care. Analysis of these issues will go beyond the individual to include the family, organization, and community.

Semester hours: 3

EA 205 - Death and Dying

This course promotes an increased understanding of topics related to dying, death and bereavement. The goal is to increase knowledge and confidence when interacting with patients, families, and support systems at the end of life. Emphasis is placed on practical interventions and building empathy during this unique time in the lifespan. This course includes tours of a local funeral home and cemetery.

Semester hours: 3

EA 210 - American Poverty and Health Care

Health and income are strongly correlated in America. People living in poverty suffer from more chronic and acute diseases, experience higher rates of mental illness, and die earlier. This course seeks to answer three questions. Why are people poor? How does poverty lead to health disparities? What can a health care professional do about it? This course will examine historical approaches to solving poverty, current policies, and future directions. Students will consider the influence of factors including race, gender, culture, education, location, power, politics, and markets.

Semester hours: 3

EA 215 - Abnormal Psychology

This course will serve as a patient-focused examination of abnormal psychology by introducing the DSM-5, as well as contemporary research and theory in the broad field of psychopathology. We will examine the history, causes, consequences, and treatments of abnormal behavior. As healthcare professionals, we must recognize that normal and abnormal behaviors are usually the result of both physiological and psychological factors, and acquire an understanding of the neuroscience, medical, mental health, and pragmatic implications of these disorders.

Semester hours: 3

EA Core - Ethics, Empathy, and Advocacy

Clarkson College offers a variety of courses to develop an understanding of patients' rights on a deeper level by examining biomedical and social ethics through special populations that typically require greater advocacy. These courses emphasize how the health care system reflects the broader culture and its values. They are designed to meet the needs of all students in the health care field, regardless of experience level.

Semester hours: 3

Course Options:

- EA 200 - Health Care Ethics
- EA 205 - Death and Dying
- EA 210 - American Poverty and Health Care
- EA 215 - Abnormal Psychology

EN 101 - English Composition I

This introduction to college-level writing proposes to develop individual style and voice in papers that are fully developed, well organized and grammatically accurate. This process includes invention, outline, drafting, peer review, revision and editing. Expository methods may include the abstract, comparison and contrast, cause and effect, problem solution and literary interpretation. The best writers focus on topics important to them. Therefore, within certain parameters, the student will choose the topic and point of view of each writing assignment.

Semester hours: 3

EN 102 - English Composition II

English Composition II provides advanced instruction and practice in the art of writing. This course builds on Composition I by surpassing expository writing and focusing instead on metacognitive analysis and research integration, via analysis of nonfiction and rhetoric-based texts.

Semester hours: 3

Restrictions and Notes:

- Prerequsite: EN 101 or equivalent

GEN 101 - Strategies for Success

This course focuses on interdisciplinary strategies for achieving success in college. Faculty and staff from various disciplines will lend their expertise to discuss campus resources, student success strategies, and personal responsibility. A strong focus on Clarkson College values will guide course discussions and assignments. Course Grade: Pass/No Pass

Semester hours: 1

Restrictions and Notes:

- Undergraduate students who meet one of the following criteria will be required to enroll in GEN 101: 1. Students with New Student Experience status 2. Students with Conditional Admission Status 3. Students with a recommendation from their Academic Advisor. Note: Students in on-campus programs must register for an on-campus section of the course.

GEN 105 - Medical Terminology

This online course introduces the students to medical terminology utilizing word-building methodologies. The students will study various root words, prefixes, suffixes and connectors and develop their skills of analyzing, synthesizing, writing and communicating terminology pertinent to all health science-related disciplines.

Semester hours: 1

GEN 202 - Managing Academic Success

The Managing Academic Success Program provides students with semester-long support to examine academic concerns and perceived barriers to success. Throughout the semester, students will assess their strengths and opportunities for growth. Students will create, implement and complete a personalized plan of action to achieve success.

Semester hours: 0

HC 206 - Pathophysiology and Pharmacology: Current Practices

This course builds upon the RNs basic knowledge in pathophysiology and pharmacology encompassing current advances in these areas. Successful completion of HC 206 Pathophysiology and Pharmacology: Current Practices will provide the student with three semester hours of earned coursework and three semester hours of validation coursework.

Semester hours: 3

Restrictions and Notes:

- Admission into RN to BSN or RN to MSN Program

HC 220 - Gerontology

This course is an introduction to the field of human aging. The course of study will include a multidisciplinary examination of the way in which human aging is viewed, how we perceive the process of growing older and how society responds to the issues and problems of aging. The class will look at aging from the perspective of the social and political sciences, biological sciences, arts and humanities, care-giving and independent living, especially with the advent of the Baby Boomers in mind.

Semester hours: 2

HU 200 - A Cultural History of the Healing Arts

A Cultural History of the Healing Arts positions the history of health care within a cultural framework. The course reviews the social, intellectual and cultural history of the healing arts from ancient times to the 21st century. Not limited to the Western tradition, this approach invites the student to identify and explore the people, practices, and beliefs that have shaped the healing professions.

Semester hours: 3

HU 205 - The History of Science, Technology, and Medicine

In this course, students will explore the distinct yet increasingly overlapping histories of science, technology, and medicine from prehistory to the present. Moving from stone choppers in prehistory, through the emergence of natural philosophy in Ancient Greece, and the x-ray in the modern era, students will understand how our modern tools and understanding of the world have been influenced by practical need, careful observation, and rigorous research. The course will also highlight the cultural and sociological influences on the development of science, technology, and medicine.

Semester hours: 3

HU 210 - American Social Movements

America has a rich history of social movements including American independence, abolition, states' rights, civil rights, women's rights, labor rights, environmentalism, religious freedom, and peace. This course will focus on the four major reform eras in history: antebellum America; the Progressive Era; the New Deal; and the 1960s. These moments are when Americans formed their national identity and decided the meaning of "America." We will address, to a greater or lesser extent, all of the major social movements in Americans' past, exploring the ideas and actions of both those who sought change and those who opposed it.

Semester hours: 3

HU 215 - Academic Travel Abroad Humanities

This Academic Travel Abroad course satisfies the Health Care Core - Humanities requirement. A 12-day travel experience serves as the keystone of this hybrid courses, which consists of pre-trip preparations and post-trip assignments. It offers a student-centered, first-hand look at the history, arts, and cultural identity of the country or countries on the itinerary. It also traces the history of healing in that country, including a visit to a hospital or clinic for students to interact with providers, educators, and students from another system.

Semester hours: 3

HU 220 - World Religions

This course is a survey of world religions with an emphasis on the role faith and spirituality plays in a person's life. Questions of evil, suffering, and death, as well as the virtue of serving and tending the sick will be examined in a health care context.

Semester hours: 3

HU 290 - Special Topics in Humanities

Taken through Academic Travel Abroad, this course provides a first-hand introduction to the historical and artistic identity shaped by a Western (but non-American) culture. Foci may include the history (people, places, ideas, events) and the arts (architecture, sculpture, literature, painting) that reflect a unique cultural identity. This ATA course may be taken in conjunction with HU 215 or used as an elective, and may be repeated as different cultures are visited and studied.

Semester hours: 0

Restrictions and Notes:

- Variable credit (1 - 3 semester hours)

HU 291 - Special Topics in Humanities

Taken through Academic Travel Abroad, this course provides a first-hand introduction to the historical and artistic identity shaped by a Western (but non-American) culture. Foci may include the history (people, places, ideas, events) and the arts (architecture, sculpture, literature, painting) that reflect a unique cultural identity. This ATA course is intended for students who do not need additional elective credit but wish to benefit from the opportunity to travel abroad. The course may be repeated as different cultures are visited and is graded Pass / No pass.

Semester hours: 0

Restrictions and Notes:

- 0 credit hours

HU Core - Humanities

Clarkson College offers a variety of humanities courses to broaden each student's perspective of self and others. These courses emphasize that human knowledge, particularly in the areas of health and medicine, is constantly changing; only those who understand origins, context, causality, and trends will be prepared to innovate in the future. These courses are designed for all students, regardless of previous knowledge and experience.

Semester hours: 3

Course Options:

- [HU 200](#) - A Cultural History of the Healing Arts
- [HU 205](#) - The History of Science, Technology, and Medicine
- [HU 210](#) - American Social Movements
- [HU 215](#) - Academic Travel Abroad Humanities
- [HU 220](#) - World Religions

IC 200 - Developing Cultural Competence

This course serves students who are relatively new to the health care field or those with limited professional experience interacting with others of different racial, ethnic, linguistic or religious backgrounds. IC 200 introduces patient interactions, focusing on patient-centered techniques and building professional cultural competence. This course seeks to increase student self-assessment and reflection, considering ongoing professional growth. Course focus is on holistic patient assessment, identifying the influencing factors in patient health, illness, and treatment. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

IC 210 - Patient Engagement, Medicine, and Mass Media

This course introduces the theory and practice of patient communication within healthcare settings. Students in this course will analyze the role and importance of communication within a variety of healthcare areas and develop an understanding of how effective communication can be used to promote health and decrease health disparities. The class will examine how different sociocultural issues will impact both the interaction with the patient, as well as the patients' concept of health and illness. Students will evaluate how media impacts healthcare - from the individual level, to the organizational and political level **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

IC 220 - Communicating Confidently Across Cultures

This course will prepare students for effective and confident intercultural communication with a variety of populations, including patients, coworkers and the broader community. This course introduces intercultural based communication interactions, including verbal, nonverbal, conflict resolution, interpersonal, group interaction and communication apprehension. This course seeks to increase the effectiveness of student self-presentation in cultural and health contexts. Course focus is on increasing confidence, knowledge and experience in all intercultural communication aspects. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

IC 250 - Advancing Cultural Competence

This course serves students with experience in the health care field or those with professional experience interacting with others of different racial, ethnic, linguistic and religious backgrounds. IC 250 provides opportunities for students to build upon their previous experiences in order to advance their cultural competence when caring for patients of diverse backgrounds. Course focus is on holistic patient assessment with an emphasis on analyzing and incorporating culturally appropriate and patient-specific interventions and adjustments. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

IC Core - Intercultural Communication

Clarkson College offers a variety of Intercultural Communication courses, designed specifically to meet the needs of all students, whether relatively new to the health care field, or those with more experience. These courses emphasize the value in learning how to interact effectively with others in the culturally diverse and beautifully complex world in which we live and prepare to work. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Course Options:

- IC 200 - Developing Cultural Competence
- IC 210 - Patient Engagement, Medicine, and Mass Media
- IC 220 - Communicating Confidently Across Cultures
- IC 250 - Advancing Cultural Competence

IPE 301 - Interprofessional Education

Interprofessional Education (IPE) at Clarkson College is a program, through a zero credit course, designed to provide students, faculty, and staff with an overview of health care professionals' roles and responsibilities, which focuses on how to provide client-centered care that embodies values and ethics; insight into how to collaborate with the interdisciplinary health care team using effective communication that is respectful and assertive; and ways to develop leadership skills and take accountability for behaviors (IPEC, 2011). The ultimate goal is to optimally promote teamwork and improve collaborative skills for positive outcomes.

Semester hours: 0

MA 130 - College Algebra

This course provides the background necessary for health care majors. Topics include: functions and their inverses; polynomial, radical, exponential, and rational expressions; polynomial, rational, exponential and logarithmic equations; graphing linear, quadratic, exponential and logarithmic functions; and an introduction to statistics.

Semester hours: 3

PY 101 - Introduction to Psychology

Introduction to psychology is a course designed to acquaint students with the history, development and present status of the science of psychology. Students will be exposed to areas of behavior, cognition and learning; and special emphasis will be placed on the study of abnormal psychology and its impact on health care.

Semester hours: 3

PY 200 - Human Development

A comprehensive exploration of the physical, psychosocial, cognitive and emotional development of individuals across their life span including the effect of culture on growth.

Semester hours: 3

PY 220 - Death and Dying: Perspectives for Health Care Providers

This course promotes an increased understanding of topics related to dying, death and bereavement. The goal is to increase knowledge and confidence when interacting with patients, families, and support systems at the end of life. Emphasis is placed on practical interventions and building empathy during this unique time in the lifespan. This course includes tours of a local funeral home and cemetery.

Semester hours: 2

Restrictions and Notes:

- Note: This course is for elective credit and does not fulfill the EA Core requirement.

SO 101 - Introduction to Sociology

Overview of the principles and methods of human behavior in groups. Includes group dynamics, cultural variation and social change.

Semester hours: 3

SO 220 - Medical Sociology

This course introduces students to some of the main topics of medical sociology: the social construction of health and illness; inequalities in the distribution of illness and health care; the organization of health care work; the medical profession and the health care system. Students will learn about such topics as who gets sick and why; how health professions have evolved in the United States and how the health care landscape has been divided among professions; why individuals in medical occupations typically have more authority and receive higher incomes in the U.S. than elsewhere; what the relationship is between hospitals and other health care organizations and how that relationship has changed over time.

Semester hours: 2

Restrictions and Notes:

- SO 101 or equivalent is recommended before registration

SP 103 - Spanish for the Health Care Provider-Introduction

In this introductory course, students will be exposed to the basic Spanish language principles and learn practical vocabulary and insights into Hispanic cultural views on health care aimed at providing a foundation for basic conversation with Hispanic patients and family members.

Semester hours: 3

SP 104 - Spanish for the Health Care Provider-Conversation

This course is designed to provide students with intense conversation practice and advanced vocabulary for medical personnel to improve fluency and ease of expression in successfully managing interactions with Spanish-speaking individuals.

Semester hours: 3

Prerequisites:

- SP 103 - Spanish for the Health Care Provider-Introduction

ST 310 - Statistics

Introduction to the fundamental principles of statistics, including the ability to describe a data set and interpret what the description of the sample says about the population as a whole. An examination of the relationship between probability, chance events and statistical tools will lead to an appreciation of the importance of statistics, both in research and in the real world.

Semester hours: 3

ST 410 - Advanced Statistics for Public Health Care

Advanced Statistics will provide an introduction to statistical experimentation and research methods with applications to health sciences. Concepts of estimation and inferences will be covered. Systematic coverage of the more widely used statistical methods, including simple and multiple regression, single factor and multi-factor analysis of variance, multiple comparisons, goodness of fit tests, contingency tables, nonparametric procedures, and power of tests. Students are expected to complete a data-based project as part of the course requirement.

Semester hours: 3

Prerequisites:

- ST 310 - Statistics

Health Care Administration & Management

Director of Health Care Business
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Introduction

Clarkson College recognizes the structural changes that have evolved in the health care industry in recent years. National statistics and labor predictions show that over the next decade, many health care roles will be redefined and newly created. These will be among the fastest-growing opportunities in the workforce. Health care professionals serving within the industry will be required to adjust to these environmental changes. Those entering the profession will be expected to possess new skills and talents to be productive employees.

The Health Care Administration & Management programs are designed to develop the knowledge, leadership and critical thinking skills for individuals to become successful in business and health care work environments. Program options range from certificate programs to a master's degree in Health Care Administration. Clarkson College also has a bachelor degrees in Health Care Business Management. We'll help you choose an educational plan that is right for you. And since many of our programs are offered online, you'll have as much flexibility and convenience as you need.

Mission

The mission of the Health Care Administration & Management programs is to prepare students for leadership roles in health care delivery systems through high quality, ethical and compassionate health business education.

Health Care Business Minor

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In conjunction with any Clarkson College degree program, students may earn a business minor. The minor in Health Care Business complements any major program in a health care related field and provides the fundamental knowledge needed to apply basic business principles.

Required Courses for Health Care Business Minor

Curriculum Requirements

Eighteen semester hours of foundation courses provide you with general business knowledge. The business minor courses may also be applied toward General Education electives. Fifteen semester hours must be completed at Clarkson College.

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 210 - Business Communications	3
BU 306 - Principles of Management	3
BU 130 - Principles of Financial Accounting OR BU 199 - Principles of Managerial Accounting	3 3
Electives	6
Total Semester Hours	18

Note: Your academic program advisor can assist you in developing a degree plan to incorporate the business minor. A change of Academic Interest form will need to be completed to add a business minor to your academic plan.

Elective Courses

Six (6) semester hours are required for the Health Care Business Minor. Choose from any of the following classes.

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 130 - Principles of Financial Accounting	3
BU 199 - Principles of Managerial Accounting	3
BU 205 - Advanced Computer Applications	2
BU 211 - Business and Health Law	3
BU 240 - Health Care Delivery Systems	3
BU 310 - Revenue Cycle Management	3
BU 320 - Human Resources Management	3

Courses	Semester Hours
BU 326 - Principles of Marketing	3
BU 335 - Managing Healthcare Departments	3
HM 342 - Health Care Information Systems	3
BU 344 - Business Finance	3
BU 371 - Organizational Behavior	3
BU 375 - Concepts of Leadership	2
BU 411 - Operations and Quality Management	3
BU 420 - Long Term Care	3
BU 425 - Project Management	3
BU 450 - Strategic Management	3
BU 470 - Issues and Policies in Public Health	3

Note: *MI 441 Medical Imaging Department Management, NS 472 or NS 475 Principles of Nursing Leadership and Management: Theory will also be included as possible electives to choose from for the Business minor.*

Bachelor of Science in Health Care Business with major in Management

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Introduction

The program for the Bachelor of Science in Health Care Business degree with a major in Management is designed to develop the knowledge, leadership and critical thinking skills for individuals to become successful in business and health care work environments.

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Health Care Business with a Major in Management degree, graduates will:

- Communicate effectively within the healthcare business environment. **(Communication)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in healthcare business. **(Professionalism)****
- Apply critical thinking and problem solving skills to make sound decisions in the Healthcare Business environment. **(Critical Thinking)****
- Apply appropriate technology and decision support tools in order to succeed in the healthcare business setting. **(Technology)****
- Respect cultural, ethnic, gender and lifestyle differences in the workplace and community. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete a Bachelor of Science in Health Care Business degree with a major in Management at Clarkson College, students must successfully complete a total of 128 semester hours. These hours must be distributed as follows:

- **General Education = 50 semester hours** (which include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Support Courses = 6 semester hours**
- **Business Major Courses = 48 semester hours**
- **Health Care Business Elective Courses = 24 semester hours**

Dual Degree Curriculum

Clarkson College has two dual degree options that will allow the associate's degree obtained at Clarkson College to be used directly as electives in the bachelor's degree program. The two options are:

- Dual Degree: Associate of Science in Physical Therapist Assistant degree/Bachelor of Science in Health Care Business degree with a major in Management (131 total credit hours)
- Dual Degree: Associate of Science in Health Information Technology degree/ Bachelor of Science in Health Care Business degree with a major in Management (128 total credit hours)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Core and Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Health Care Business with major in Management

General Education Courses

(50 semester hours)

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
PY 101 - Introduction to Psychology	3
SO 101 - Introduction to Sociology	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Electives	23
Total Semester Hours	50

Support Courses

(6 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
Total Semester Hours	6

Business Major Courses

(48 semester hours)

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 130 - Principles of Financial Accounting	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 211 - Business and Health Law	3
BU 240 - Health Care Delivery Systems	3
BU 306 - Principles of Management	3
BU 320 - Human Resources Management	3
BU 326 - Principles of Marketing	3
HM 342 - Health Care Information Systems	3
BU 344 - Business Finance	3
BU 371 - Organizational Behavior	3
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
BU 450 - Strategic Management	3
◊ BU 499 - Capstone	3
Total Semester Hours	48

Health Care Business Elective Courses

(Choose 24 of the following 47 semester hours)

Courses	Semester Hours
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 230 - Coding I: Foundation of Coding	3
HM 255 - Legal and Ethical Aspects of Health Information	3
HM 260 - Data Management and Analytics	3
BU 310 - Revenue Cycle Management	3
HM 324 - Disease Process	4
HM 331 - Coding II: Principles of Coding	3
BU 335 - Managing Healthcare Departments	3
BU 375 - Concepts of Leadership	2
BU 420 - Long Term Care	3
HM 444 - Advanced Health Care Information Systems	4
HM 460 - Advanced Data Management and Analytics	4
BU 470 - Issues and Policies in Public Health	3
◊ BU 496 - Professional Practice Experience/Internship	3
Total Semester Hours	47

Bachelor of Science in Health Care Business with a major in Management - Transfer Option

Director of Health Care Business
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Introduction

The program for the Bachelor of Science in Health Care Business degree with a major in Management (Transfer Option) is designed specifically for those students who already have a minimum of an Associate Degree. The program will aid in the development of health care specific business knowledge, leadership and critical thinking skills for individuals to become successful in business and health care work environments.

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Health Care Business with a Major in Management degree, graduates will:

- Communicate effectively within the healthcare business environment. **(Communication)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in healthcare business. **(Professionalism)****
- Apply critical thinking and problem solving skills to make sound decisions in the Healthcare Business environment. **(Critical Thinking)****
- Apply appropriate technology and decision support tools in order to succeed in the healthcare business setting. **(Technology)****
- Respect cultural, ethnic, gender and lifestyle differences in the workplace and community. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Dual Degree Curriculum

Clarkson College has two dual degree options that will allow the associate's degree obtained at Clarkson College to be used directly as electives in the bachelor's degree program. The two options are:

- Dual Degree: Associate of Science in Physical Therapist Assistant degree/Bachelor of Science in Health Care Business degree with a major in Management (131 total credit hours)
- Dual Degree: Associate of Science in Health Information Technology degree/ Bachelor of Science in Health Care Business degree with a major in Management (128 total credit hours)

Curriculum Requirements

In order to complete a Bachelor of Science in Health Care Business degree with a major in Management (Transfer Option) at Clarkson College, students must successfully complete a total of 128 semester hours. These hours must be distributed as follows:

- **General Education = 27 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Previous Associate Degree Coursework = 38 semester hours**
- **Support Courses = 6 semester hours**
- **Business Major Courses = 48 semester hours**
- **Health Care Business Elective Courses = 9 semester hours**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Health Care Business with a major in Management - Transfer Option

General Education Courses

(27 semester hours)

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
PY 101 - Introduction to Psychology	3

Courses	Semester Hours
SO 101 - Introduction to Sociology	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	27

Support Courses

(6 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
Total Semester Hours	6

Business Major Courses

(48 semester hours)

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 130 - Principles of Financial Accounting	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 211 - Business and Health Law	3
BU 240 - Health Care Delivery Systems	3
BU 306 - Principles of Management	3
BU 320 - Human Resources Management	3

Courses	Semester Hours
BU 326 - Principles of Marketing	3
HM 342 - Health Care Information Systems	3
BU 344 - Business Finance	3
BU 371 - Organizational Behavior	3
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
BU 450 - Strategic Management	3
◊ BU 499 - Capstone	3
Total Semester Hours	48

Health Care Business Courses

(Choose 9 of the following 47 semester hours)

Courses	Semester Hours
BU 310 - Revenue Cycle Management	3
BU 335 - Managing Healthcare Departments	3
BU 375 - Concepts of Leadership	2
BU 420 - Long Term Care	3
BU 470 - Issues and Policies in Public Health	3
◊ BU 496 - Professional Practice Experience/Internship	3
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 230 - Coding I: Foundation of Coding	3
HM 255 - Legal and Ethical Aspects of Health Information	3
HM 260 - Data Management and Analytics	3
HM 324 - Disease Process	4

Courses	Semester Hours
HM 331 - Coding II: Principles of Coding	3
HM 444 - Advanced Health Care Information Systems	4
HM 460 - Advanced Data Management and Analytics	4
Total Semester Hours	47

Master's in Health Care Administration

Director of Health Care Business
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Introduction

Clarkson College offers an online master's degree in Health Care Administration that meets specific professional goals of graduate students. In order to complete this program at Clarkson College, students must successfully complete 39 graduate hours.

Program Specific Competency Goals

Upon completion of the Master's degree in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)****
- Interpret, synthesize, and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)****
- Communicate thoughts and ideas effectively. **(Communication)****
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)****
- Demonstrate an appropriate working knowledge of computer applications commonly used in healthcare administration **(Technology)****
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Online Curriculum

The Clarkson College online master's degree is designed to be a flexible learning environment. Internet-based instruction offers interactive learning opportunities and comprehensive access to information and resources. Dedicated faculty members are focused on student learning, which helps make online learning a productive and rewarding experience.

To complete a Master's degree in Health Care Administration at Clarkson College, students must successfully complete a total of 39 semester hours. These hours must be distributed as follows:

- **Major Requirement Courses = 27 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 9 semester hours**

Clarkson College's Master's degree in Health Care Administration program operates on an academic calendar using semester hours with three terms, each with 12 weeks of instructional time in length, with two of the terms offered over the fall through spring and the third term offered in the summer. Clarkson College's Master's in Health Care Administration program defines its academic year as 36 weeks of instructional time using semester hours. These terms are considered nonstandard terms.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Master's in Health Care Administration

Major Requirement Courses

(27 semester hours)

Courses	Semester Hours
MB 798 - Fundamentals of Scholarly Writing in APA	1
MB 800 - Ethics in Leadership	2
MB 802 - Health Care Delivery Systems and Managed Care	3
MB 808 - Health Care Leadership	3
◊ MB 818 - Organizational Behavior	3
MB 821 - Healthcare Data Analytics	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 837 - Leading Change	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	27

All courses are 6 weeks in duration.

Capstone Experience

(3 semester hours)

Courses	Semester Hours
MB 900 - Capstone	3
Total Semester Hours	3

Course is 12 weeks in duration.

Major Electives

Students must choose a total of 9 semester hours as part of the degree.

Courses	Semester Hours
MB 813 - Healthcare Law and Policy	3

Courses	Semester Hours
MB 819 - Human Resources	3
MB 836 - Health Care Project Management	3
MB 839 - Healthcare Reimbursement	3
MB 845 - Management of Health Information	3
MB 846 - Fundamentals of Informatics	3
MB 848 - Systems and Database Design	3
MB 850 - Healthcare Information Systems	3
MB 899 - Independent Study for Health Care Administration	1
◊ MB 903 - Internship	3
Electives	9
Total Semester Hours	37

All courses are 6 weeks in duration besides MB 899 & MB 903, which are 12 weeks duration.

Post-Master's Certificate in Health Administration

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Post-Master's Certificate Programs

The purpose of the Post-Masters certificate program is to provide opportunities for students who already have an advanced degree to gain knowledge within a specialty at Clarkson College. The Post-Masters certificate represents the student's successful completion of the required courses in the chosen administration option.

Clarkson College's Post-master's Certificate in Health Care Administration program operates on academic calendar using semester hours with three terms, each with 12 weeks of instructional time in length, with two of the terms offered over the fall through spring and the third term offered in the summer. Clarkson College's Master's in Health Care Administration program defines its academic year as 36 weeks of instructional time using semester hours. These are considered nonstandard terms.

Program Specific Competency Goals

Upon completion of the Post-Master's Certificate in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)****
- Interpret, synthesize, and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)****
- Communicate thoughts and ideas effectively. **(Communication)****
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)****
- Demonstrate an appropriate working knowledge of computer applications commonly used in healthcare administration **(Technology)****
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Post-Master's Certificate in Health Administration

Required Courses

Courses	Semester Hours
MB 798 - Fundamentals of Scholarly Writing in APA	1
MB 800 - Ethics in Leadership	2
Total Semester Hours	3

All courses are 6 weeks in duration.

Required Elective Courses

Students will select six classes or 18 credit hours to complete the certificate program.

Courses	Semester Hours
MB 802 - Health Care Delivery Systems and Managed Care	3
MB 808 - Health Care Leadership	3
◊ MB 818 - Organizational Behavior	3
MB 813 - Healthcare Law and Policy	3
MB 819 - Human Resources	3
MB 821 - Healthcare Data Analytics	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 836 - Health Care Project Management	3
MB 837 - Leading Change	3
MB 839 - Healthcare Reimbursement	3
MB 846 - Fundamentals of Informatics	3
Electives	18

All courses are 6 weeks in duration.

Graduate Certificate in Health Care Informatics

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Graduate Certificate Program

The purpose of the Graduate Certificate program is to provide additional opportunities for students who have gained a Baccaluaureate degree or for current graduate students to gain knowledge within a specialty at Clarkson College. The Health Care Informatics Graduate Certificate represents the student's successful completion of the required courses in the content area of Informatics, specifically Information Systems and Data Analytics.

Clarkson College's Healthcare Informatics Graduate Certificate program operates on an academic calendar using semester hours with three terms, each with 12 weeks of instructional time in length, with two of the terms offered over the fall through spring and the third term offered in the summer. Clarkson College's Master's in Health Care Administration program defines its academic year as 36 weeks of instructional time using semester hours, which is considered nonstandard terms.

Program Specific Competency Goals

Upon completion of the Health Care Informatics Graduate Certificate, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)****
- Interpret, synthesize, and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)****
- Communicate thoughts and ideas effectively. **(Communication)****
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)****
- Demonstrate an appropriate working knowledge of computer applications commonly used in healthcare administration **(Technology)****
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Graduate Certificate in Health Care Informatics

Required Courses

Courses	Semester Hours
MB 821 - Healthcare Data Analytics	3
MB 836 - Health Care Project Management	3
MB 845 - Management of Health Information	3
MB 846 - Fundamentals of Informatics	3
MB 848 - Systems and Database Design	3
MB 850 - Healthcare Information Systems	3
Total Semester Hours	18

All courses are 6 weeks in duration.

Dual Degree - Master of Science in Nursing and Masters in Health Care Administration

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Introduction

Clarkson College offers an online master's degree Master of Science in Nursing (MSN) degree with an option for Nursing Health Care Administration. In addition, Clarkson

College offers a degree in Health Care Administration. These two programs can be combined to meet specific professional goals of graduate students. In order to complete this program at Clarkson College, students must successfully complete 54 graduate hours.

Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Health Care Administration, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate, and reflect. **(Communication)****
- Apply complex and evidence-based nuring knowledge and experience to analyze and evaluate strategies and outcomes in healthcare and educational settings to inform decision-making and/or problem-solving. **(Critical Thinking)****
- Demonstrate the awareness of the unique characteristics inherent to all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)****
- Utilize and evaluate healthcare information technology systems and processes for communication, decision-making, management, and interdisciplinary collaboration to enhance health care delivery. **(Technology)****
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical, and holistic practice; caring and collaborating relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision-making. **(Professionalism)****

Upon completion of the Master's degree in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)****
- Interpret, synthesize, and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)****
- Communicate thoughts and ideas effectively. **(Communication)****
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)****
- Demonstrate an appropriate working knowledge of computer applications commonly used in healthcare administration **(Technology)****
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Online Curriculum

The Clarkson College online dual master's degree is designed to be a flexible learning environment. Internet-based instruction offers interactive learning opportunities and comprehensive access to information and resources. Dedicated faculty members are focused on student learning, which helps make online learning a productive and rewarding experience.

To complete the Dual Master of Science in Nursing and the Master's degree in Health Care Administration at Clarkson College, students must successfully complete a total of 54 semester hours. These hours must be distributed as follows:

- **Core Nursing Courses = 19 semester hours**
- **Major Requirement Courses = 26 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 6 semester hours**

Clarkson College's Master's degree in Health Care Administration program operates on an academic calendar using semester hours with three terms, each with 12 weeks of instructional time in length, with two of the terms offered over the fall through spring and the third term offered in the summer. Clarkson College's Master's in Health Care Administration program defines its academic year as 36 weeks of instructional time using semester hours. These terms are considered nonstandard terms.

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Dual Degree - Master of Science in Nursing and Masters in Health Care Administration

Nursing Core Classes

(19 semester hours)

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
GR 798 - Essentials of Scholarly Writing	1
◊ NS 803 - Health Care Delivery Systems and Managed Care	2
NS 805 - Application and Evaluation of Theory in Nursing	2
NS 807 - Theories and Concepts of Advanced Practice Roles	3
◊ NS 808 - Nursing Law and Ethics	3
NS 812 - Research Design and Methods	3
NS 813 - Research Design and Methods II	2
GR 847 - Applied Statistics	3
Total Semester Hours	19

All courses are 15 or 12 weeks in duration.

Major Requirement Courses

(26 semester hours)

Courses	Semester Hours
MB 800 - Ethics in Leadership	2
MB 808 - Health Care Leadership	3
◊ MB 818 - Organizational Behavior	3
MB 821 - Healthcare Data Analytics	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3

Courses	Semester Hours
MB 833 - Healthcare Quality and risk Management	3
MB 837 - Leading Change	3
NS 898 - Nursing Health Care Leadership Practicum	3
Total Semester Hours	26

All courses are 6 weeks in duration with the exception of the practicum.

Capstone Experience

(3 semester hours)

Courses	Semester Hours
MB 900 - Capstone	3
Total Semester Hours	3

Course is 15 or 12 weeks in duration.

Major Electives

Students must choose a total of 6 semester hours as part of the degree.

Courses	Semester Hours
MB 813 - Healthcare Law and Policy	3
MB 819 - Human Resources	3
MB 836 - Health Care Project Management	3
MB 839 - Healthcare Reimbursement	3
MB 845 - Management of Health Information	3
MB 846 - Fundamentals of Informatics	3
MB 848 - Systems and Database Design	3
MB 850 - Healthcare Information Systems	3
MB 899 - Independent Study for Health Care Administration	1

Courses	Semester Hours
◊ MB 903 - Internship	3
Electives	9
Total Semester Hours	37

All courses are 6 weeks in duration besides MB 899 & MB 903, which are 12 weeks duration.

Undergraduate Health Care Administration & Management Courses

BU 104 - Basic Computer Applications

This course is designed to build proficiency skills in the Microsoft Office software suite, including word processing, spreadsheet, presentation, and database software applications.

Semester hours: 3

BU 121 - Survey of Economics

This course is a study of the basic operations of the U.S. economy. Survey of Economics focuses on the most important tool in economics—supply and demand analysis—and applies it to clearly explain real-world economic issues. The course presents a straightforward and unbiased approach to the application of basic core principles of micro-, macro- and international economics.

Semester hours: 3

BU 130 - Principles of Financial Accounting

This course is designed to provide a basic understanding of financial accounting including introductory accounting theory, concepts, principles and procedures. It presents the theory of debits and credits, journals, the accounting cycle, notes and interest, receivables and payables, accruals and deferrals, valuations of assets and liabilities and the preparation of basic financial statements.

Semester hours: 3

BU 199 - Principles of Managerial Accounting

This course introduces managerial accounting concepts and models and illustrates the use of cost accounting data as a tool for planning, control and decision-making. Topics such as cost behavior, cost allocation, product costing, budgeting, performance management, responsibility accounting, financial information analysis and relevant

costs/benefits will be included. Ethical challenges in managerial accounting will also be examined.

Semester hours: 3

BU 205 - Advanced Computer Applications

This course will cover advanced applications using Microsoft Office software. The course stresses the use of applications in a healthcare environment with examples such as pivot tables, multi-sheet workbooks and querying techniques.

Semester hours: 2

Prerequisites:

- BU 104 - Basic Computer Applications

BU 210 - Business Communications

This course focuses on the importance of business communication in the healthcare environment. Students will learn business communication techniques such as writing styles, email etiquette, elevator speeches, report writing and cross-cultural communication. Oral reporting and presentation skills are also practiced.

Semester hours: 3

BU 211 - Business and Health Law

This course focuses on the local, state and federal laws that impact the business operations of health care. Special emphasis is given to laws that directly affect the development of health care businesses and the laws which affect health care delivery.

Semester hours: 3

BU 240 - Health Care Delivery Systems

This course is an overview of the American health care system which includes healthcare services, healthcare professions, and insurance. It also includes the evolution and current state of the continuum of care, global/national healthcare policy, healthcare accreditation, and survey readiness. This course also has a strong emphasis on cultural issues within healthcare delivery.

Semester hours: 3

BU 306 - Principles of Management

This course is designed as an introduction to business management, specifically applied to health care settings. As such, it will provide an overview of managerial theories commonly practiced in healthcare organizations.

Semester hours: 3

BU 310 - Revenue Cycle Management

This course will discuss information about all U.S. health care payment systems and examine complex financial systems within today's healthcare environment. The course examines the entire revenue cycle process from delivery of service to claim reimbursement.

Semester hours: 3

BU 320 - Human Resources Management

Human Resources Management focuses on the principles and techniques of personnel administration. This includes department culture, staff recruitment and retention, staff performance benchmarking, training and development, as well as regulatory and legal and ethical issues in human resources management.

Semester hours: 3

BU 326 - Principles of Marketing

This class is the study of theory and application of the marketing mix with an emphasis on marketing health care services internally and externally. Each component of the marketing mix will be examined separately as well as the interactive nature of components. We will include the impact of qualitative and quantitative data analysis on marketing decisions.

Semester hours: 3

BU 335 - Managing Healthcare Departments

In this course, students will learn the tools and techniques of managing health care departments. Topics such as departmental budgets, cost-benefit analysis, workflow concepts, staff management, departmental culture, and communication will be discussed.

Semester hours: 3

Prerequisites:

- BU 104 - Basic Computer Applications

BU 344 - Business Finance

This course provides an introduction to the principles of financial management. Topics that are covered in the course include risk management, time value of money, asset and liability valuations, credit management, insurance, and investment.

Semester hours: 3

BU 371 - Organizational Behavior

This course focuses on the theories and practices of human behavior within organizations. Individual and group behaviors in organizations are addressed. Organizational dynamics and development of work environments that foster successful team-building are studied.

Semester hours: 3

BU 375 - Concepts of Leadership

This course will introduce contemporary leadership theory and principles, as well as personnel and change management theories. Students will apply knowledge learned to assess their personal leadership style; identify leadership approach to managing changes; use influencing skills in negotiation; establish a constructive climate and manage conflict; build effective team; and to manage ethically.

Semester hours: 2

BU 411 - Operations and Quality Management

This course allows the student to apply Quality Management tools while constructing performance management measures. Students will apply analytical results to facilitate decision-making and use quality management tools to analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. Product, process and service design will help to develop organizational action plans, implement customer service initiatives and develop protocols to help foster efficiency and organizational success.

Semester hours: 3

BU 420 - Long Term Care

This course is designed for the student going into the Long Term Care field and/or management. There are distinct differences in managing Long Term Care facilities compared to other hospital and health care institutions. The student will learn the fundamentals of management in the LTC arena. This course also focuses on how to work with the culture, clients, families and regulatory constraints that play a part in the long term care environment.

Semester hours: 3

BU 425 - Project Management

This course is designed to introduce the core project management tools and techniques used by project managers to effectively manage projects through a project life cycle. Students will also have the opportunity to practically apply and evaluate a number of standard project management functions utilizing Microsoft Project software.

Semester hours: 3

BU 450 - Strategic Management

This course will allow students to take part in the development of information management plans that support the organization's current and future strategy and goals. Students will not only learn the particulars of implementing a departmental strategic plan but will also facilitate the use of enterprise-wide information assets to support organizational strategies and objectives.

Semester hours: 3

BU 470 - Issues and Policies in Public Health

This course focuses on current health policy and public health issues. Students will learn about the origins and development of the public health system. The course also focuses on how the U.S. health system is organized at the federal, state and local levels. Additionally, public health activities such as epidemiological investigations, biomedical research, environmental assessment and policy development will be explored.

Semester hours: 3

BU 496 - Professional Practice Experience/Internship

This course provides opportunities for students to gain practical management experience in a healthcare-related organization. Students will apply theories and concepts learned in the program to healthcare-related business practice under the supervision of a manager at the internship site. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Restrictions and Notes:

- Must be taken within the last two semesters prior to graduation or with the permission of the program director. Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

BU 499 - Capstone

As a culmination of prior courses, the Capstone course is designed to give students the opportunity to practice proficiencies with various theories and concepts related to their field of expertise. This course will prepare the students with scholarly article review and IRB process. The final product of this course will be a presentation given to the communities of interest. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Restrictions and Notes:

- Last semester of study and permission of the program director.

Graduate Health Care Administration & Management Courses

MB 798 - Fundamentals of Scholarly Writing in APA

This course focuses on scholarly writing with specific emphasis on APA style. Additionally, the course will prepare students to critique published research studies, both qualitative and quantitative. Students will refine their research and writing skills by applying them to a scholarly research paper.

Semester hours: 1

MB 800 - Ethics in Leadership

This course addresses the principles of ethics pertaining to decision making by healthcare leaders. Students will gain insight into carrying out their duty to make ethical decisions when faced with conflicting interests in the administration of healthcare organizations. Additionally, students will explore the roles of healthcare leaders in practicing moral leadership, fostering ethical behavior, and creating a culture of ethics within an organization.

Semester hours: 2

Co-requisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

MB 802 - Health Care Delivery Systems and Managed Care

This course is an overview of the American health care system. It includes the study of the evolution and current state of health care delivery models and services, the continuum of care, health professionals, and accreditation. Healthcare expenditures, resource utilization and allocation, and global healthcare trends will also be explored. Primary focus throughout the continuum will be leadership challenges associated with access, quality and cost of care by investigating the delivery of quality care to consumers.

Semester hours: 3

Prerequisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

MB 808 - Health Care Leadership

This course will introduce students to classical and current views of leadership. Students will gain a foundation in theories and models of leadership to assess their own leadership style. They will also examine past or current leaders to identify traits, attributes, and other characteristics, that define the leaders' leadership qualities. Special focus on leadership in health care administration is presented and discussed.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 809 - Health Care Business Law and Ethics

This course provides various ethical frameworks and an overview of the U.S. legal system as basis for analyzing health care issues that affect health care institutions, individual patients and health care providers. Overall legal-ethical issues common to health care administration are reviewed. Selected complex health care ethical dilemmas, such as right to life, right to die and health care allocation are examined.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 813 - Healthcare Law and Policy

This course will focus on various ways in which laws and other policies can affect business decisions in healthcare. Examining healthcare laws, regulations, procedures, and policies, at the State and National level, will help future healthcare leaders understand the impact on patients, healthcare professionals, and organizations. Topics considered in this course include the Accountable Care Act, Healthy People 2030, accreditation and licensure for healthcare organizations, compliance issues, and HIPAA privacy and security.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 816 - Healthcare Informatics

This course examines the domain of informatics as it relates to healthcare administration. The content of this course is designed to prepare students to competently apply the theories and concepts that form the foundation of informatics. Through the application of the concepts and theories taught in this course, students will have an opportunity to improve their understanding with respect to the management of computer technologies, information, and information users. Collectively, at course end, students will be able to support effective information systems, use of information, information exchange, and overall delivery of high#quality healthcare services.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 817 - Research Methods and Healthcare Data Analytics

This course presents the fundamentals of research design and data analytics in a healthcare setting.# Topics covered include concepts of research design, data management, data analysis, result interpretation, and presentations of analysis results. # Students will be given an opportunity to develop competency in using a variety of healthcare data analytics applications. These data analytics applications are valuable support tools that healthcare organizations use to make sound decisions aimed at improving its operational efficiency, customer service, and responsiveness to changing healthcare business environments.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 818 - Organizational Behavior

This course focuses on behaviors within healthcare organizations, from both an individual and group perspective, that will help identify, address, and solve workplace problems. Individual and team dynamics that impact organizational effectiveness and efficiency will be explored. Additional topics explored in this course include culture, working relationships, trust, motivational factors, team management, and an understanding of the importance of ethical culture. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 819 - Human Resources

Human resources management focuses on the principles and techniques of personnel administration. This course will help prepare healthcare leaders to manage people. This includes determining labor needs, staffing, recruitment, selection, and performance management. Additionally, this course will cover topics such as workforce issues, training and development, giving and receiving constructive criticism, and stress management to avoid employee burnout and to increase retention.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 821 - Healthcare Data Analytics

This course introduces important concepts related to data analytics in a healthcare setting. As more and more data are collected by healthcare organizations and

professionals, healthcare leaders need to be competent in data analytics in order to better manage and use collected healthcare data to both optimize the quality of care and to improve business efficiencies. Students will not only explore the various sources of data, but will also perform data analysis, interpret the results, and create visual presentations of the results of analyzed data. Data quality and data management will serve as a framework for the use of healthcare data, for the creation of knowledge, for knowledge management, and for decision making.

Semester hours: 3

MB 826 - Healthcare Strategic Management

This course focuses on techniques for identification, collection, analysis, evaluation, and reporting of strategic data. When the process of strategic management is done well, it can lead to long-term success of the organization. Key concepts, tools, and principles of strategy formulation and execution, as well as competitive analysis will be introduced. In addition, leadership decisions and actions that affect performance and organization survival will be evaluated.

Semester hours: 3

Prerequisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

MB 828 - Financial Management in Healthcare

This course provides the opportunity for students to learn about the importance of financial management for health care operations, including the development and analysis of operational and capital budgets. Students will learn budget development, evaluation of the financial status of a department or operating unit, and the ability to determine what, if any, corrective actions need to be taken. The course will also focus on methods for measuring financial performance within healthcare organizations by looking at aspects such as volume adjusted variance analysis, benefit-cost ratio analysis, breakeven analysis, and methods for building cost standards.

Semester hours: 3

Prerequisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

Restrictions and Notes:

- Undergraduate accounting/finance or experience strongly recommended

MB 833 - Healthcare Quality and risk Management

This course provides the student with an understanding of healthcare quality improvement including methods and tools to increase patient safety, improve health outcomes, and reduce risk in the healthcare setting. Students will investigate the

tools and techniques of leading continuous quality improvement (CQI) programs and assessing risk of clinical and organizational efforts within a facility. An emphasis on how to develop the processes of in-depth investigation of various areas of internal operations will be presented. Specific focus will be on skill development associated with selecting and implementing various CQI tools, while conducting appropriate risk analysis.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 836 - Health Care Project Management

This course introduces students to the concepts, methodologies, tools, and strategies used to manage projects in healthcare organizations. Effective project management is critical to ensure that healthcare projects are successfully completed and that they meet the proposed project deadline, goals, and budget constraints. Students will learn how to create a project plan; to establish and manage the project scope, schedule, and cost; and to manage other aspects during the execution of a project.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 837 - Leading Change

Change is inevitable; therefore, this course focuses on the critical role leaders have in effectively leading change in the workplace. Students will gain insights into leading, initiating, handling, and overcoming barriers to change. Topics within this course include change management theories and concepts, promoting change, resistance to change, overcoming resistance, and resiliency.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 839 - Healthcare Reimbursement

This course will discuss information about US healthcare payment systems and examine the complex financial systems within today's healthcare environment. The student will be introduced to concepts regarding electronic bill submission, pay for performance, MS-DRGs, present on admission (POA) and hospital-acquired conditions (HAC) guidelines, and prospective payment systems. The student will also explore health insurance and public funding programs, contract management and vendor relations, and how payment systems function.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 845 - Management of Health Information

This course provides an overview of the management of electronic health information. In this course, students will gain insights about the roles that health information management professionals play in the acquisition, utilization, maintenance, and protection of health information. Students will also learn about industry standards such as those used in promoting exchange of health information and clinical documentation. Additionally, topics related to health information privacy, security, and audits will also be covered.

Semester hours: 3

Prerequisites:

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

MB 846 - Fundamentals of Informatics

This course examines the main domains of healthcare informatics. The content of this course is designed to prepare students to apply the theories and concepts that form the foundation of healthcare informatics. Through the application of concepts and theories, students will have an opportunity to expand their understanding of healthcare informatics with respect to the management of computer technologies, processes, and health information users. Ultimately, students will be able to support effective healthcare information systems, use of health information, health information exchange, and overall delivery of high-quality healthcare services.

Semester hours: 3

MB 848 - Systems and Database Design

In order to achieve the most optimal user-centric systems design, the concepts of human factors and system usability must be considered prior to the conception of an information system. In this course, students will learn important concepts related to systems and database design. Emphasis will be placed on proper data modeling for best database design and implementation; all with the goal of supporting data collection, optimizing data quality, and promoting adoption. Students will gain practical experience in the creation and use of a database.

Semester hours: 3

MB 850 - Healthcare Information Systems

In this course, students will examine the major information systems and databases used in healthcare organizations, the technologies used for the delivery of healthcare, and the management of those systems and technologies to ensure that privacy and security

of information is achieved and maintained. Information systems must be developed and managed to achieve alignment with an organization's business objectives and strategic mission. Aspects such as the clinical, administrative, and legal requirements for information systems will be studied, along with current healthcare trends that will influence the planning, selection, and implementation of those systems necessary to support those trends. Additionally, students will learn about system interoperability, its associated challenges, and strategies to address those challenges.

Semester hours: 3

MB 851 - Health Care Economics

This course explores the economics of the health care system in the United States by examining the demand for health care services, the behavior of health care providers, the influence of government policies, and the relationship between health care services and population health levels. Established health care systems and their potential for change in both the United States and other countries are considered in the context of current policy concerns.

Semester hours: 3
Prerequisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

MB 899 - Independent Study for Health Care Administration

This course will allow a student to choose a topic of interest that they wish to explore further. The curriculum will include a guided study of that topic under the supervision of a faculty member.

Semester hours: 1
Prerequisites:

- MB 798 - Fundamentals of Scholarly Writing in APA

Restrictions and Notes:

- Approval by the Program Director is required before registration.

MB 900 - Capstone

In this course, students will work with an assigned faculty member to complete a culminating capstone project that will integrate and apply knowledge learned throughout the Master of Health Care Administration program. Major requirements for the course include topic proposal, business plan development, and final project presentation. Students are expected to demonstrate critical thinking ability and mastery of relevant concepts and theories.

Semester hours: 3

Restrictions and Notes:

- This course should be the last class that a student takes within the MHA program, unless approved by the Program Director

MB 903 - Internship

Students will be expected to identify an organization in which they will spend time under the supervision of a selected mentor to apply the leadership strategies and techniques learned throughout the program. The internship will consist of the supervised leadership duties by a designated mentor who will facilitate students' health care career knowledge. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Restrictions and Notes:

- Prerequisite: All major courses. Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

MB 904 - Capstone Project I

This is the first of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Health Care Administration program through the development of a sound business plan. In this course, students will complete a project proposal and develop the following sections of their business plan: Company/Organization Description; Product/Service Description; Industry Analysis and Trends; Target Market Description and Analysis; and The Competition.

Semester hours: 1

Co-requisites:

- MB 905 - Capstone Project II

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

MB 905 - Capstone Project II

This is the second of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Health Care Administration program through the development of a sound business plan. In this course, students will complete a comprehensive exam in which they will demonstrate their depth and breadth of knowledge in topics covered in courses in the Master of Health Care Administration program. Additionally, students will build on the material completed in MB 904 and will complete the following sections

of their business plan: #Management and Organization; Strategic Position and Risk Assessment; Operations; and Marketing Plan and Sales Strategies.

Semester hours: 1

Prerequisites:

- [MB 904](#) - Capstone Project I

Co-requisites:

- [MB 904](#) - Capstone Project I
- [MB 906](#) - Capstone Project III

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

MB 906 - Capstone Project III

This is the third of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Health Care Administration program through the development of a sound business plan. Students will build on the material completed in MB 904 and MB 905 and will complete the following sections of their business plan: Financial Analysis; Source and Use of Funds; Other Factors for Consideration; and Executive Summary. Students will also present their capstone project in person.

Semester hours: 1

Prerequisites:

- [MB 904](#) - Capstone Project I
- [MB 905](#) - Capstone Project II

Co-requisites:

- [MB 905](#) - Capstone Project II

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

Health Information Management

Director of Health Care Business
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Introduction

Clarkson College recognizes the structural changes that have evolved in the health care industry in recent years. National statistics and labor predictions show that over the next decade, many health care roles will be redefined and newly created. These will be among the fastest-growing opportunities in the workforce. Health care professionals serving within the industry will be required to adjust to these environmental changes. Those entering the profession will be expected to possess new skills and talents to be productive employees.

The health information management programs are designed to develop the knowledge, leadership and critical thinking skills for individuals to become successful in HIM and health care work environments. Program options range from certificate programs in Coding and Health Care Informatics to a post-baccalaureate certificate in Health Information Administration. Clarkson College also has associate and bachelor's degrees in Health Information Management. We'll help you choose an educational plan that is right for you. And since many of our programs are offered online, you'll have as much flexibility and convenience as you need.

Mission

The mission of the Health Care Business programs is to prepare students for leadership roles in health care delivery systems through high quality, ethical and compassionate health business education.

Certificate in Health Care Informatics

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This program is for individuals who are interested in getting a certificate that specializes in Informatics and Data Analytics. The Certificate in Health Care Informatics complements any health care related field and provides the fundamental knowledge in the subject areas of healthcare information systems and data analysis.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Certificate in Health Care Informatics

Course Requirements

(19 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
HM 260 - Data Management and Analytics	3
HM 342 - Health Care Information Systems	3
HM 444 - Advanced Health Care Information Systems	4
HM 460 - Advanced Data Management and Analytics	4
Total Semester Hours	19

Total Semester Hours in Program 19

Certificate in Health Information Management

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This program is for individuals who are interested in learning about coding and medical reimbursement. This certificate will prepare you to sit for a coding-specific credential.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Certificate in Health Information Management

Course Requirements

(26 semester hours)

Courses	Semester Hours
GEN 105 - Medical Terminology	1
HM 108 - Concepts and Principles of HIM	3
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 230 - Coding I: Foundation of Coding	3
BU 310 - Revenue Cycle Management	3
HM 324 - Disease Process	4
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
Total Semester Hours	26

Total Semester Hours in Program 26

After completion of the 26 semester hours, students are eligible to apply for a Clarkson College Certificate of Completion.
Once the 26 semester hours in the Certificate program have been completed, an additional 42 semester hours will fulfill the requirements for the Associate's degree in Health Information Technology.

Minor in Health Care Informatics

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In conjunction with any Clarkson College degree program, students may earn a Minor in Health Care Informatics. The Minor in Health Care Informatics complements any major program in a health care related field and provides the fundamental knowledge in the subject areas of healthcare information systems and data analysis.

Required Courses for Minor in Health Care Informatics

Curriculum Requirements

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
HM 260 - Data Management and Analytics	3
HM 342 - Health Care Information Systems	3
HM 444 - Advanced Health Care Information Systems	4
HM 460 - Advanced Data Management and Analytics	4
Total Semester Hours	19

Minor in Medical Coding

Director of Health Care Business
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In conjunction with any Clarkson College degree program, students may earn a Minor in Medical Coding. The Minor in Medical Coding complements any major program in a health care related field and provides the fundamental knowledge needed to understand the complex health care revenue cycle and application of medical codes.

Required Courses for Minor in Medical Coding

Curriculum Requirements

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
HM 108 - Concepts and Principles of HIM	3
HM 230 - Coding I: Foundation of Coding	3
BU 310 - Revenue Cycle Management	3

Courses	Semester Hours
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
Total Semester Hours	18

Associate of Science in Health Information Technology

Director of Health Care Business
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Introduction

The Associate of Science in Health Information Technology (HIT) is designed to provide a highly motivated individual with an understanding of quality health records, legal requirements for health information, and verification of complete and accurate health records, as well as coding and reimbursement systems.

Program Specific Competency Goals

Upon completion of the Associate of Science in Health Information Technology degree, graduates will:

- Communicate effectively within the healthcare environment. **(Communication)****
- Apply Information Governance standards across the healthcare continuum. **(Critical Thinking, Technology)****
- Comply with appropriate policies and procedures for the protection and security of health data. **(Critical Thinking, Professionalism, Communication)****
- Make use of processes and systems to retrieve health data, monitor accuracy, and perform data analytics.**(Critical Thinking, Communication, Technology)****
- Monitor revenue cycle processes within healthcare environments. **(Critical Thinking, Technology)****
- Adhere to national, state, and organization-wide compliance regulations. **(Critical Thinking, Communication)****
- Demonstrate knowledge and behaviors compatible for leadership positions with the HIM community. **(Critical Thinking, Communication, Technology, Professionalism, Diversity)****
- Use appropriate technology and decision support tools in order to succeed in the HIM environment. **(Technology)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in the HIM setting. **(Professionalism)****

- Respect cultural, ethnic, gender, and lifestyle differences in the workplace and community. **(Diversity)****

***Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.*

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete an Associate of Science in Health Information Technology degree at Clarkson College, students must successfully complete a total of 67 semester hours. These hours must be completed as follows:

- **General Education = 15 semester hours** (which include nine semester hours of the Clarkson College core curriculum).
- **Support Courses = 16 semester hours**
- **Major Courses = 36 semester hours**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Core and designated service courses are identified using the following symbol: ◊

Required Courses for Associate of Science in Health Information Technology

General Education Courses

(15 semester hours)

Courses	Semester Hours
[EN 101 - English Composition I](#)	3

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	15

Support Courses

(16 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 324 - Disease Process	4
Total Semester Hours	16

Health Information Major Courses

(36 semester hours)

Courses	Semester Hours
HM 108 - Concepts and Principles of HIM	3
HM 230 - Coding I: Foundation of Coding	3
BU 240 - Health Care Delivery Systems	3

Courses	Semester Hours
HM 255 - Legal and Ethical Aspects of Health Information	3
HM 260 - Data Management and Analytics	3
BU 310 - Revenue Cycle Management	3
BU 320 - Human Resources Management	3
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
BU 335 - Managing Healthcare Departments	3
HM 342 - Health Care Information Systems	3
◊ HM 368 - Professional Practice Experience I	2
HM 445 - Health Information Technology Assessment	1
Total Semester Hours	36

Total Semester Hours in Program 67

Bachelor of Science in Health Care Business with major in Health Information Administration

Director of Health Care Business
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Introduction

The Bachelor of Science in Health Care Business degree with a major in Health Information Administration (HIA) is designed to develop the knowledge, leadership and critical-thinking skills for individuals to become successful in the health information management field.

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Healthcare Business with Major in Health Information Administration degree, graduates will:

- Communicate effectively within the healthcare environment. **(Communication)****

- Apply Information Governance standards across the healthcare continuum. (**Critical Thinking, Technology)****
- Comply with appropriate policies and procedures for the protection and security of health data. **(Critical Thinking, Professionalism, Communication**)**
- Make use of processes and systems to retrieve health data, monitor accuracy, and perform data analytics.**(Critical Thinking, Communication, Technology)****
- Monitor revenue cycle processes within healthcare environments. **(Critical Thinking, Technology)****
- Adhere to national, state, and organization-wide compliance regulations. **(Critical Thinking, Communication)****
- Demonstrate knowledge and behaviors compatible for leadership positions with the HIM community. **(Critical Thinking, Communication, Technology, Professionalism, Diversity)****
- Use appropriate technology and decision support tools in order to succeed in the HIM environment. **(Technology)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in the HIM setting. **(Professionalism)****
- Respect cultural, ethnic, gender, and lifestyle differences in the workplace and community. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete a Bachelor of Science in Health Care Business degree with a major in Health Information Administration major at Clarkson College, students must successfully complete a total of 128 semester hours. These hours must be distributed as follows:

- **General Education = 40 semester hours** (which include nine semester hours of the Clarkson College core curriculum).
- **Support Courses = 16 semester hours**
- **Health Information Major Courses = 60 semester hours**
- **Health Care Business Elective Courses = 12 semester hours**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Core and Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Health Care Business with major in Health Information Administration

General Education Courses

(40 semester hours)

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Electives	19
Total Semester Hours	40

Support Courses

(16 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 324 - Disease Process	4
Total Semester Hours	16

Major Courses

(60 semester hours)

Courses	Semester Hours
HM 108 - Concepts and Principles of HIM	3
BU 240 - Health Care Delivery Systems	3
HM 255 - Legal and Ethical Aspects of Health Information	3
HM 230 - Coding I: Foundation of Coding	3
HM 260 - Data Management and Analytics	3
BU 310 - Revenue Cycle Management	3
BU 320 - Human Resources Management	3
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
BU 335 - Managing Healthcare Departments	3
HM 342 - Health Care Information Systems	3
◊ HM 368 - Professional Practice Experience I	2
BU 375 - Concepts of Leadership	2
BU 411 - Operations and Quality Management	3

Courses	Semester Hours
BU 425 - Project Management	3
HM 444 - Advanced Health Care Information Systems	4
BU 450 - Strategic Management	3
HM 460 - Advanced Data Management and Analytics	4
HM 477 - Health Information Administration Assessment	1
◊ HM 495 - Professional Practice Experience II	2
◊ BU 499 - Capstone	3
Total Semester Hours	60

Health Care Business Elective Courses

(12 of the following 27 semester hours)

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 130 - Principles of Financial Accounting	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 211 - Business and Health Law	3
BU 306 - Principles of Management	3
BU 326 - Principles of Marketing	3
BU 344 - Business Finance	3
BU 371 - Organizational Behavior	3
Total Semester Hours	27

Total Semester Hours in Program 128

Bachelor of Science in Health Care Business with major in Health Information Administration - Transfer Option

Director of Health Care Business
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Introduction

The Bachelor of Science in Health Care Business degree with a major in Health Information Administration (Transfer Option) is designed specifically for those students who already have a minimum of an Associate Degree. The program will aid in the development of Health Information Management knowledge, leadership and critical thinking skills for individuals to become successful in HIM and health care work environments.

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Healthcare Business with Major in Health Information Administration degree, graduates will:

- Communicate effectively within the healthcare environment. **(Communication)****
- Apply Information Governance standards across the healthcare continuum. (**Critical Thinking, Technology)****
- Comply with appropriate policies and procedures for the protection and security of health data. **(Critical Thinking, Professionalism, Communication**)**
- Make use of processes and systems to retrieve health data, monitor accuracy, and perform data analytics.**(Critical Thinking, Communication, Technology)****
- Monitor revenue cycle processes within healthcare environments. **(Critical Thinking, Technology)****
- Adhere to national, state, and organization-wide compliance regulations. **(Critical Thinking, Communication)****
- Demonstrate knowledge and behaviors compatible for leadership positions with the HIM community. **(Critical Thinking, Communication, Technology, Professionalism, Diversity)****
- Use appropriate technology and decision support tools in order to succeed in the HIM environment. **(Technology)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in the HIM setting. **(Professionalism)****
- Respect cultural, ethnic, gender, and lifestyle differences in the workplace and community. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete a Bachelor of Science in Health Care Business degree with a major in Health Information Administration major at Clarkson College, students must successfully complete a total of 128 semester hours. These hours must be distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College core curriculum).
- **Previous Associate Degree Coursework = 34 semester hours**
- **Support Courses = 13 semester hours**
- **Health Information Major Courses = 60 semester hours**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Health Care Business with major in Health Information Administration - Transfer Option

General Education Courses

(21 semester hours)

Courses	Semester Hours
[EN 101 - English Composition I](#)	3
[EN 102 - English Composition II](#)	3
[IC HU EA - Health Care Core Course](#)	3

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	21

Support Courses

(13 semester hours)

Courses	Semester Hours
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
HM 180 - Essentials of Pharmacology	2
HM 224 - Anatomy and Physiology for HIM	4
HM 324 - Disease Process	4
Total Semester Hours	13

Health Information Major Courses

(60 semester hours)

Courses	Semester Hours
HM 108 - Concepts and Principles of HIM	3
HM 230 - Coding I: Foundation of Coding	3
BU 240 - Health Care Delivery Systems	3
HM 255 - Legal and Ethical Aspects of Health Information	3

Courses	Semester Hours
HM 260 - Data Management and Analytics	3
BU 310 - Revenue Cycle Management	3
BU 320 - Human Resources Management	3
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
BU 335 - Managing Healthcare Departments	3
HM 342 - Health Care Information Systems	3
◊ HM 368 - Professional Practice Experience I	2
BU 375 - Concepts of Leadership	2
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
HM 444 - Advanced Health Care Information Systems	4
BU 450 - Strategic Management	3
HM 460 - Advanced Data Management and Analytics	4
HM 477 - Health Information Administration Assessment	1
◊ HM 495 - Professional Practice Experience II	2
◊ BU 499 - Capstone	3
Total Semester Hours	60

Total Semester Hours in Program 128

Post-Baccalaureate Certificate in Health Information Administration

Director of Health Care Business
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Introduction

The Post-Baccalaureate Certificate in Health Information Administration is designed for students who have already obtained a bachelor's degree or higher, but would like to pursue the field of Health Information Management and earn the RHIA certification. This certificate is designed to develop the knowledge, leadership and critical-thinking skills for individuals to become successful in the health information management field.

Program Specific Competency Goals

Upon completion of the Post-Baccalaureate certificate in Health Information Administration degree, graduates will:

- Communicate effectively within the healthcare environment. **(Communication)****
- Apply Information Governance standards across the healthcare continuum. **(Critical Thinking, Technology)****
- Comply with appropriate policies and procedures for the protection and security of health data. **(Critical Thinking, Professionalism, Communication)****
- Make use of processes and systems to retrieve health data, monitor accuracy, and perform data analytics.**(Critical Thinking, Communication, Technology)****
- Monitor revenue cycle processes within healthcare environments. **(Critical Thinking, Technology)****
- Adhere to national, state, and organization-wide compliance regulations. **(Critical Thinking, Communication)****
- Demonstrate knowledge and behaviors compatible for leadership positions with the HIM community.**(Critical Thinking, Communication, Technology, Professionalism, Diversity)****
- Use appropriate technology and decision support tools in order to succeed in the HIM environment. **(Technology)****
- Demonstrate professional, ethical, and legal standards of conduct appropriate in the HIM setting. **(Professionalism)****
- Respect cultural, ethnic, gender, and lifestyle differences in the workplace and community. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Curriculum Requirements

In order to complete the Post-Baccalaureate Certificate in Health Information Administration at Clarkson College, students must successfully complete a total of 71 semester hours. These hours must be distributed as follows:

- **Support Courses = 11 semester hours**
- **Health Information Major Courses = 60 semester hours**

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Post-Baccalaureate Certificate in Health Information Administration

Support Courses

(11 semester hours)

Courses	Semester Hours
BU 205 - Advanced Computer Applications	2
GEN 105 - Medical Terminology	1
HM 224 - Anatomy and Physiology for HIM	4
HM 324 - Disease Process	4
Total Semester Hours	11

Health Information Major Courses

(60 semester hours)

Courses	Semester Hours
HM 108 - Concepts and Principles of HIM	3
HM 230 - Coding I: Foundation of Coding	3
BU 240 - Health Care Delivery Systems	3
HM 255 - Legal and Ethical Aspects of Health Information	3
HM 260 - Data Management and Analytics	3
BU 310 - Revenue Cycle Management	3
BU 320 - Human Resources Management	3
HM 331 - Coding II: Principles of Coding	3
HM 332 - Coding III: Principles of Coding	3
BU 335 - Managing Healthcare Departments	3
HM 342 - Health Care Information Systems	3
◊ HM 368 - Professional Practice Experience I	2
BU 375 - Concepts of Leadership	2
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
HM 444 - Advanced Health Care Information Systems	4
BU 450 - Strategic Management	3
HM 460 - Advanced Data Management and Analytics	4
HM 477 - Health Information Administration Assessment	1
◊ HM 495 - Professional Practice Experience II	2
◊ BU 499 - Capstone	3
Total Semester Hours	60

Total Semester Hours in Program 71

Undergraduate Health Information Management Courses

HM 108 - Concepts and Principles of HIM

This is an introductory course into the field of health information management. An overview of the profession, credentials, and job functions will be explored. The course will also discuss the content, structure, and functions of health records, as well as documentation requirements and standards, primary and secondary data sources, and the use and disclosure of health information.

Semester hours: 3

Restrictions and Notes:

- Must be taken in the first year of study or permission of the program director.

HM 180 - Essentials of Pharmacology

This course is a study of concepts and practices of pharmacology and methods of drug administration. Legal and ethical issues of medication administration are also discussed.

Semester hours: 2

HM 224 - Anatomy and Physiology for HIM

The course is designed to teach important concepts about human anatomy and physiology. The course provides an introduction to anatomical terminology and the organization of the human body followed by a systemic approach to the structure, function and organization of the human body.

Semester hours: 4

Prerequisites:

- GEN 105 - Medical Terminology

Co-requisites:

- GEN 105 - Medical Terminology

HM 230 - Coding I: Foundation of Coding

This course is an introduction to ICD-10-CM/PCS. This course will focus on guidelines and appropriate use of ICD-10-CM/PCS classification systems to select appropriate diagnosis and procedure codes. Students will be introduced to official coding reference material and regulatory concepts.

Semester hours: 3

Prerequisites:

- [HM 224](#) - Anatomy and Physiology for HIM

Co-requisites:

- [HM 324](#) - Disease Process

HM 255 - Legal and Ethical Aspects of Health Information

This course provides an in-depth review of the legal requirements regarding health records and the healthcare regulatory environment including topics such as HIPAA, federal fraud and abuse laws, access and disclosure requirements and Joint Commission/CMS standards. This course will also discuss healthcare ethics and consequences of a breach of ethics.

Semester hours: 3

HM 260 - Data Management and Analytics

This course focuses on the management of data as a valuable resource for an organization. Students will learn the basics of creating data structure and maintaining data accuracy, as well as how to use data to support the operation of an organization.

Semester hours: 3

HM 324 - Disease Process

This course covers topics related to the nature and cause of disease. This includes the study of the etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, prognosis, prevention, and advanced medical terminology. Through lecture, text readings, class discussion, and other activities, students apply the knowledge learned and utilize their critical thinking and problem-solving abilities.

Semester hours: 4

Prerequisites:

- [HM 224](#) - Anatomy and Physiology for HIM

Restrictions and Notes:

- HM 224 Recommended

HM 331 - Coding II: Principles of Coding

This course will focus on appropriate use of the CPT classification and application of CPT coding guidelines for appropriate procedure code and modifier selection using operative reports and medical records. Lessons on HCPCS Level II coding are included.

Semester hours: 3

Prerequisites:

- [HM 230](#) - Coding I: Foundation of Coding

HM 332 - Coding III: Principles of Coding

This course is an advanced study in ICD-10-CM/PCS and CPT. This course will also focus on reimbursement systems, MS-DRG and APC grouping, case mix index, physician queries, mapping, and present on admission indicators. To develop skills, students will use the ICD-10-CM/PCS and CPT books, and/or encoders to code physician office, ambulatory, and inpatient facility records.

Semester hours: 3

Prerequisites:

- [HM 331](#) - Coding II: Principles of Coding

HM 342 - Health Care Information Systems

This introductory course provides an overview of health care computer information systems. Topics related to hardware, software and operating systems will be explored and discussed. In addition, students will examine high-level information related to data management, systems development, the application and integration of information technology and the management of computer systems in a health care setting.

Semester hours: 3

Prerequisites:

- [BU 104](#) - Basic Computer Applications

HM 368 - Professional Practice Experience I

This course provides students an opportunity to apply didactic coursework and gain practical experience in an HIM setting. The course will be split into two distinct sections, where students will work with an HIM professional in a healthcare setting as well as participate in a virtual practicum utilizing AHIMA's Virtual Lab. **This course emphasizes student engagement using a required service experience.**

Semester hours: 2

Prerequisites:

- [HM 331](#) - Coding II: Principles of Coding

Restrictions and Notes:

- Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

HM 444 - Advanced Health Care Information Systems

This course will emphasize the planning and management of information systems and its strategic alignment with organizational objectives. Major clinical applications, information architectures, data storage, data retrieval, data analysis, current trends and emerging technologies will be covered. Course topics will focus on database development, data standards, security, legal and ethical issues related to the use and management of information systems in the electronic health record.

Semester hours: 4

Prerequisites:

- HM 342 - Health Care Information Systems

HM 445 - Health Information Technology Assessment

This assessment course is designed as a review for the RHIT certification exam. Through this course, you will register for and complete the RHIT certification exam through AHIMA's early testing option.

Semester hours: 1

Restrictions and Notes:

- Must be taken during the last semester of study

HM 460 - Advanced Data Management and Analytics

This course covers advanced concepts of data management and analysis. Topics related to data including governance, integrity, collection, extraction techniques, abstraction, mining and analysis for decision making will be covered. The use of data analytics to support organizational strategic objectives will be emphasized.

Semester hours: 4

Prerequisites:

- BU 205 - Advanced Computer Applications
- HM 260 - Data Management and Analytics

HM 477 - Health Information Administration Assessment

This assessment course is designed as a review for the RHIA certification exam. Through this course, you will register for and complete the RHIA certification exam through AHIMA's early testing option.

Semester hours: 1

Restrictions and Notes:

- Must be taken during the last semester of study

HM 495 - Professional Practice Experience II

This course provides students an opportunity to apply advanced didactic coursework and gain practical experience in an HIM setting. The course will be split into two distinct sections, where students will work in a management capacity with an HIM professional in a healthcare setting, as well as participate in a virtual practicum. **This course emphasizes student engagement using a required service experience.**

Semester hours: 2

Prerequisites:

- [HM 368](#) - Professional Practice Experience I

Restrictions and Notes:

- Internship must be completed in the last two semesters prior to graduation or with the permission of the program director. Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

HM 499 - Capstone

As a culmination of prior courses, the Capstone course is designed to give students the opportunity to practice proficiencies with various theories and concepts related to their field of expertise. There will be a required service component for this course to include a presentation given to the HIM communities of interest.

Semester hours: 3

Restrictions and Notes:

- Last semester of study or with permission of the program director.

Graduate Health Information Management Courses

MB 850 - Health Care Information Systems

In this course, students will examine the major information systems and databases used in healthcare organizations, the technologies used for the delivery of healthcare, and the management of those systems and technologies to ensure that privacy and security of information is achieved and maintained. Information systems must be developed and managed to achieve alignment with an organization's business objectives and strategic mission. Aspects such as the clinical, administrative, and legal requirements for information systems will be studied, along with current healthcare trends that will influence the planning, selection, and implementation of those systems necessary to support those trends. Additionally, students will learn about system interoperability, its associated challenges, and strategies to address those challenges.

Semester hours: 3

Nursing

Dean of Nursing
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Introduction

Clarkson College offers a variety of nursing programs including Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Post-Graduate Certificates and Doctor of Nursing Practice.

The Bachelor of Science in Nursing (BSN) program can be completed as a traditional student (four-year traditional college schedule), LPN to BSN student (for individuals who are currently licensed as a Licensed Practical Nurse) or as a RN to BSN student (for individuals who are currently licensed as a Registered Nurse and have either an associate's degree in nursing or a three-year nursing diploma). Completion of the BSN program will lead to a degree in nursing and eligibility to write the registered nursing licensure exam (NCLEX-RN).

The Master of Science in Nursing (MSN) program provides five options for graduate students including: Family Nurse Practitioner, Adult–Gerontology Primary Care Nurse Practitioner, Nurse Education, Nursing Health Care Administration or Nurse Anesthesia. For those nursing professionals who already have earned a Master of Science degree in Nursing, each of these graduate options—except Nurse Anesthesia—may be completed as a post-master's certificate. The RN to MSN program is designed for individuals who are currently licensed as a registered nurse (RN) and have either an associate's degree in nursing or a three-year nursing diploma.

The Doctor of Nursing Practice (DNP) program provides BSN and/or Master's prepared nurses with expanded knowledge and expertise to provide leadership in an evidence-based practice environment as an advanced practice registered nurse (APRN). There are currently two options, the Post-Graduate for APRN's and the BSN to DNP. The BSN to DNP option builds on the basic nursing knowledge of the Bachelor's prepared nurse and provides advanced knowledge and clinical skills to enter the advanced practice registered nurse role. The Post-Graduate option is designed for the Master's degree-prepared currently licensed and certified nurse practitioner and builds on the foundations of the advanced practice role.

Mission

Preparing nurses to provide high quality, ethical and compassionate health care services to individuals, families, communities and populations.

Philosophy

We, the nursing faculty of Clarkson College, believe we possess the knowledge, skill and attitude to educate individuals for the professional practice of nursing. We

are committed to scholarship through lifelong learning and the pursuit of knowledge. Consistent with the Clarkson College Values, the Nursing faculty value Learning, Caring, Commitment, Integrity and Excellence in our professional relationships. We are dedicated to the dignity, health and spiritual needs of people. We are committed professional nurse educators who foster nursing education in a caring environment.

We believe the study of nursing is consistent with and fosters the Mission and Values of Clarkson College. Our beliefs regarding human beings, environments, health, education, nursing education and nursing are contained within the Nursing program's philosophy. A human being is an individual who consists of a mind, body and soul developed through interpersonal relationships and influenced by environment, culture and health. Environment is a set of dynamic physical, cultural, political and economic conditions that influence the lives of individuals, families, communities and populations. The individual is in constant interaction with an ever-changing global environment. Nursing recognizes the impact a person's environment has upon health. Health is an individually perceived dynamic state of well-being. Nursing is a humanistic and scientific care discipline and profession.

We profess that education is a formal process of organizing concepts and elements, planning appropriate activities, facilitating individualized learning experiences and evaluating subsequent outcomes. We ground nursing education in the totality of the human experience through the study of the humanities, arts and sciences within the scope of nursing practice. We believe students are partners in the educational process and encourage learning by discovery, curiosity, clinical decision making, experience, reflection, modeling, collaboration and interactive participation. We model service to the College and community, and celebrate the diversity of human beings.

We believe there are various educational levels within nursing. The baccalaureate and graduate nursing programs within Clarkson College represent these levels. The baccalaureate in nursing is the entry level for professional practice. Graduate nursing education prepares the professional baccalaureate nurse for advanced practice and expanded roles within the discipline. Our programs allow for articulation from one level of nursing education to the next and flows from simple to complex.

We believe caring is the foundational core of the nursing profession, and it is the energy present in empowering relationships. Caring for clients includes the ability to teach, lead and inspire individuals and groups toward optimal health and wellness. We, the Nursing faculty at Clarkson College, believe that caring is the essence of nursing and the most central and unifying focus for nursing practice. Our students are educated in the concepts of caring, client-centered care, teamwork and collaboration, evidence-based nursing practice, quality improvement, safety, informatics and professionalism.

Bachelor of Science in Nursing

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Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Nursing, graduates will:

- Evaluate caring relationships and behaviors that contribute to positive outcomes for clients, families, communities and populations, as well as health care providers and health care systems. **(Communication, Diversity)****
- Analyze client-centered care with respect to health, environment and cultural preferences across the lifespan while respecting the client as the source of control. **(Diversity, Critical Thinking)****
- Function effectively within nursing and interdisciplinary teams, fostering teamwork and collaboration with the client, family, community and populations. **(Communication)****
- Utilize best current evidence considering clinical expertise along with client and family preferences for the delivery of optimal health care. **(Critical Thinking, Professionalism)****
- Participate in data evaluation to monitor client outcomes to continuously improve the quality of health care. **(Technology)****
- Evaluate standardized practices and technologies to minimize the risk of harm to clients and health care providers through both system effectiveness and individual performance. **(Critical Thinking)****
- Analyze information and technology resources to build knowledge, select the mode of communication, to decrease error and support decision making. **(Technology)****
- Analyze behaviors consistent with the ANA Code of Ethics, Nursing's Social Policy Statement and Standards of Practice into the role of the professional nurse. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Upon graduation, students are prepared to practice in a variety of settings, both independently and collaboratively, with colleagues in other disciplines. Graduates from the baccalaureate nursing program have a solid preparation for graduate studies in nursing and are encouraged to pursue advanced education as one means of lifelong learning.

BSN graduates are eligible to take the National Council Licensure Examination (NCLEX) for Registered Nurses.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the

Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Comprehensive Student Assessment

Baccalaureate nursing students are enrolled in the Assessment Technologies Institute (ATI) program. This comprehensive program prepares individuals for the NCLEX-RN. Individual ATI tests are administered upon completion of each area of study. Areas of student weakness are addressed and remediation is provided to those students. At the completion of the nursing program, the Comprehensive Predictor examination is administered to further identify strengths and weaknesses.

Curriculum Requirements

In order to complete a Bachelor of Science in Nursing (BSN) degree at Clarkson College, students must successfully complete a total of 130 semester hours. These hours must be distributed as follows:

- **General Education = 41 semester hours** (which must include nine semester hours of the Clarkson College Core Curriculum).
- **Support Courses = 21 semester hours** (at least eight semester hours of Anatomy and Physiology, four semester hours of Microbiology, four semester hours of General Chemistry I, three semester hours of Pathophysiology and two semester hours of Gerontology).
- **Major Courses = 68 semester hours** (includes 43 semester hours of nursing theory and 25 semester hours of clinical nursing courses).

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Curriculum plan of required courses for BSN: Traditional Option

First Year
First Semester

Courses	Semester Hours
BI 211 - Human Anatomy - Lecture and Lab	4
CH 110 - General Chemistry - Lecture and Lab	4
EN 101 - English Composition I	3
IC HU EA - Health Care Core Course	3
MA 130 - College Algebra	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	17

Second Semester

Courses	Semester Hours
BI 210 - Microbiology - Lecture and Lab	4
BI 213 - Human Physiology - Lecture and Lab	4
NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory	3
NS 125 - Foundational Skills and Assessment of the Adult: Theory	3
NS 126 - Foundational Skills and Assessment of the Adult: Clinical	2
NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online	1
Total Semester Hours	17

Second Year

First Semester

Courses	Semester Hours
BI 122 - Nutrition Science	3
NS 227 - Pathophysiology	3
NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory	2

Courses	Semester Hours
NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical	2
NS 235 - Pharmacology I	2
NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online	1
IC HU EA - Health Care Core Course	3
Total Semester Hours	16

Second Semester

Courses	Semester Hours
PY 101 - Introduction to Psychology	3
PY 200 - Human Development	3
NS 254 - Managing the Nursing Care of the Adult: Theory	4
NS 255 - Managing the Nursing Care of the Adult: Clinical	4
NS 256 - Pharmacology II	2
EN 102 - English Composition II	3
Total Semester Hours	19

Third Year

First Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
NS 340 - Behavioral Health Continuum of Care: Theory	3
NS 341 - Behavioral Health Continuum of Care: Clinical	3
ST 310 - Statistics	3
◊ NS 361 - Program Management and Care of the Client in the Community: Theory Online	1

Courses	Semester Hours
◊ NS 362 - Program Management and Care of the Client in the Community: Clinical	1
Electives	3
Total Semester Hours	17

Second Semester

Courses	Semester Hours
NS 342 - Nursing Care of Women and Child-Bearing Families: Theory	3
NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical	2
NS 344 - Family-Centered Nursing Care of Children: Theory	3
NS 345 - Family-Centered Nursing Care of Children: Clinical	2
NS 346 - Evidence-Based Inquiry in Health Care	2
SO 101 - Introduction to Sociology	3
HC 220 - Gerontology	2
Total Semester Hours	17

Fourth Year

First Semester

Courses	Semester Hours
NS 468 - Concepts of Complex Multisystem Clients I: Theory	4
NS 469 - Concepts of Complex Multisystem Clients I: Clinical	4
NS 461 - Population-Based Public Health Nursing- Communicable/ Infectious Diseases and Global Health: Theory Online	2
NS 462 - Population-Based Public Health Nursing- Communicable/ Infectious Diseases and Global Health: Clinical	1
Electives	3
Total Semester Hours	14

Second Semester

Courses	Semester Hours
NS 467 - Transition into Practice	1
NS 470 - Concepts of Complex Multisystem Clients II: Theory	3
NS 472 - Principles of Leadership and Management	3
NS 473 - Preceptorship: Clinical	4
NS 474 - Pharmacology III	1
Electives	1
Total Semester Hours	13

Total Semester Hours - 130

Bachelor of Science in Nursing: LPN to BSN Option

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Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Nursing, graduates will:

- Evaluate caring relationships and behaviors that contribute to positive outcomes for clients, families, communities and populations, as well as health care providers and health care systems. **(Communication, Diversity)**[**]
- Analyze client-centered care with respect to health, environment and cultural preferences across the lifespan while respecting the client as the source of control. **(Diversity, Critical Thinking)**[**]
- Function effectively within nursing and interdisciplinary teams, fostering teamwork and collaboration with the client, family, community and populations. **(Communication)**[**]
- Utilize best current evidence considering clinical expertise along with client and family preferences for the delivery of optimal health care. **(Critical Thinking, Professionalism)**[**]
- Participate in data evaluation to monitor client outcomes to continuously improve the quality of health care. **(Technology)**[**]

- Evaluate standardized practices and technologies to minimize the risk of harm to clients and health care providers through both system effectiveness and individual performance. **(Critical Thinking)****
- Analyze information and technology resources to build knowledge, select the mode of communication, to decrease error and support decision making. **(Technology)****
- Analyze behaviors consistent with the ANA Code of Ethics, Nursing's Social Policy Statement and Standards of Practice into the role of the professional nurse. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Prerequisite

Current, unencumbered LPN license from Nebraska or another state within the U.S.

Curriculum Requirements

The LPN to BSN program combines theory in general education, support and major courses. The advanced placement LPN to BSN student enters the second-level nursing courses after successfully completing the first- and second-year general education and support courses, NS 161 Introduction to Population-Based Public Health Nursing, NS 235 Pharmacology I, NS 256 Pharmacology II, NS 261 Population-Based Public Health Nursing-Health Policy & Current Trends and the LPN to BSN transition courses.

Upon graduation, LPN to BSN students are prepared to practice in a variety of settings, both independently and collaboratively with other disciplines. LPN to BSN graduates have a solid preparation for graduate nursing studies and are encouraged to pursue graduate education as one means of lifelong learning. BSN degree graduates are eligible to take the National Council Licensure Examination (NCLEX) for Registered Nurses.

In order to complete a Bachelor of Science in Nursing degree at Clarkson College, students must successfully complete a total of 130 semester hours. These hours must be distributed as follows:

- **General Education = 33 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum).
- **Support Courses = 21 semester hours** (at least eight semester hours of Anatomy and Physiology, four semester hours of Microbiology, four semester hours of

General Chemistry I, three semester hours of Pathophysiology and two semester hours of Gerontology).
- **Transition Courses = 4 semester hours** (which consist of 3 semester hours of nursing theory and 1 semester hour of scholarly writing).
- **Major Courses = 57 semester hours** (includes 36 semester hours of nursing theory and 21 semester hours of clinical nursing courses).
- **LPN students will receive a validation credit of 15 semester hours following successful completion of NS 254 and NS 255.**

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Nursing: LPN to BSN Option

General Education Courses

(33 semester hours)

Courses	Semester Hours
[BI 122 - Nutrition Science](#)	3
[EN 101 - English Composition I](#)	3
[EN 102 - English Composition II](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[MA 130 - College Algebra](#)	3
[PY 101 - Introduction to Psychology](#)	3
[PY 200 - Human Development](#)	3

Courses	Semester Hours
SO 101 - Introduction to Sociology	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	33

Support Courses

(21 semester hours)

Courses	Semester Hours
BI 210 - Microbiology - Lecture and Lab	4
BI 211 - Human Anatomy - Lecture and Lab	4
BI 213 - Human Physiology - Lecture and Lab	4
CH 110 - General Chemistry - Lecture and Lab	4
NS 227 - Pathophysiology	3
HC 220 - Gerontology	2
Total Semester Hours	21

LPN-BSN Transition Courses

(four semester hours)

Courses	Semester Hours
NS 349 - Pathways for Success	1
NS 355 - Concepts of Professional Practice for the LPN to BSN	3
Total Semester Hours	4

Required BSN Courses

(57 semester hours)

Courses	Semester Hours
NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online	1
NS 235 - Pharmacology I	2
NS 254 - Managing the Nursing Care of the Adult: Theory	4
NS 255 - Managing the Nursing Care of the Adult: Clinical	4
NS 256 - Pharmacology II	2
NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online	1
NS 340 - Behavioral Health Continuum of Care: Theory	3
NS 341 - Behavioral Health Continuum of Care: Clinical	3
NS 342 - Nursing Care of Women and Child-Bearing Families: Theory	3
NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical	2
NS 344 - Family-Centered Nursing Care of Children: Theory	3
NS 345 - Family-Centered Nursing Care of Children: Clinical	2
NS 346 - Evidence-Based Inquiry in Health Care	2
◊ NS 361 - Program Management and Care of the Client in the Community: Theory Online	1
◊ NS 362 - Program Management and Care of the Client in the Community: Clinical	1
NS 461 - Population-Based Public Health Nursing- Communicable/ Infectious Diseases and Global Health: Theory Online	2
NS 462 - Population-Based Public Health Nursing- Communicable/ Infectious Diseases and Global Health: Clinical	1
NS 467 - Transition into Practice	1
NS 468 - Concepts of Complex Multisystem Clients I: Theory	4
NS 469 - Concepts of Complex Multisystem Clients I: Clinical	4
NS 470 - Concepts of Complex Multisystem Clients II: Theory	3

Courses	Semester Hours
NS 472 - Principles of Leadership and Management	3
NS 473 - Preceptorship: Clinical	4
NS 474 - Pharmacology III	1
Total Semester Hours	57

Bachelor of Science in Nursing: RN to BSN Option

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Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Nursing, graduates will:

- Evaluate caring relationships and behaviors that contribute to positive outcomes for clients, families, communities and populations, as well as health care providers and health care systems. **(Communication, Diversity)****
- Analyze client-centered care with respect to health, environment and cultural preferences across the lifespan while respecting the client as the source of control. **(Diversity, Critical Thinking)****
- Function effectively within nursing and interdisciplinary teams, fostering teamwork and collaboration with the client, family, community and populations. **(Communication)****
- Utilize best current evidence considering clinical expertise along with client and family preferences for the delivery of optimal health care. **(Critical Thinking, Professionalism)****
- Participate in data evaluation to monitor client outcomes to continuously improve the quality of health care. **(Technology)****
- Evaluate standardized practices and technologies to minimize the risk of harm to clients and health care providers through both system effectiveness and individual performance. **(Critical Thinking)****
- Analyze information and technology resources to build knowledge, select the mode of communication, to decrease error and support decision making. **(Technology)****

- Analyze behaviors consistent with the ANA Code of Ethics, Nursing's Social Policy Statement and Standards of Practice into the role of the professional nurse. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete a BSN degree at Clarkson College, students must successfully complete a total of 130 semester hours. Ninety-three semester hours are granted through either previous completion of direct coursework in associate or diploma RN program or by validation credit (credit is granted after demonstration of equivalent knowledge). Validation credit is granted upon successful completion of the RN to BSN transition courses. The RN to BSN program curriculum consists of courses which total 37 semester hours. Students are required to take a minimum of 27 semester hours (residency requirement) of classes at Clarkson College.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Nursing: RN to BSN Option

General Education Courses

(12 semester hours) All RN to BSN students are required to complete the Clarkson College Health Care Core curriculum courses as listed in their specific degree plan.

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
IC HU EA - Health Care Core Course	3
ST 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	12

Support Courses

(6 semester hours) **Note: Upon successful completion of HC 206 Pathophysiology and Pharmacology: Current Practices, the student will receive three hours of earned semester hours and three hours of validation credit.

Courses	Semester Hours
HC 206 - Pathophysiology and Pharmacology: Current Practices	3

BSN Transition Courses

(seven semester hours)

Courses	Semester Hours
NS 349 - Pathways for Success	1
NS 356 - Concepts of Professional Practice for the RN to BSN/MSN	3
NS 357 - Physical Assessment	3
Total Semester Hours	7

Note: *Upon successful completion of the BSN transition course and HC 206 Pathophysiology and Pharmacology: Current Practices, the student is eligible to take the remaining BSN courses.*

Major Courses

(12 semester hours) RN to BSN students with two or more years of work experience and expertise in leadership, population health, or evidence-based nursing may portfolio for validation credit in one 400-level nursing course.

Courses	Semester Hours
NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student	2
NS 475 - Principles of Leadership and Management for the RN to BSN/MSN	3
NS 481 - Population Health for the RN to BSN/MSN	3
NS 482 - Capstone/Practicum for the RN to BSN/MSN	4
Total Semester Hours	12

Total Semester Hours in Program 130

Note: *HC 206 Pathophysiology and Pharmacology: Current Practices (three semester hours) must be taken prior to taking 400 level nursing theory and clinical courses.*

Nursing courses are offered through online education. Clinical applications may be completed at the student's workplace with faculty approval and if clinical competencies can be met.

Master of Science in Nursing: RN to MSN Option

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Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Health Care Administration, Nursing Education, Adult–Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate, and reflect. (**Communication**)**

- Apply complex and evidence-based nursing knowledge and experience to analyze and evaluate strategies and outcomes in healthcare and educational settings to inform decision-making and/or probelm-solving. (**Critical Thinking**)**
- Demonstrate the awareness of the unique characteristics inherent in all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. (**Diversity**)**
- Utilize and evaluate healthcare information technology systems and processes for communication, decision-making, management, and interdisciplinary collaboration to enhance healthcare delivery. (**Technology**)**
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical, and holistic practice; caring and collaborative relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision making. (**Professionalism**)**

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

The RN to MSN program at Clarkson College is designed to meet the needs of Registered Nurses (RNs) who wish to complete an accelerated bachelor of science and master's degrees in nursing. Students who are admitted into the RN to MSN program are initially listed as RN to BSN students; however, upon completion of the BSN requirements and RN to MSN progression requirements, students will automatically transition into the MSN program. A Health Care Science Update course will be taken to validate knowledge in Pharmacology and Pathophysiology. Students with 2 or more years of work experience and expertise in leadership, population health, or evidence-based nursing may portfolio for validation credit in one 400-level nursing course. Students can enroll in up to seven credit hours of graduate level nursing courses while completing requirements for their BSN. Exiting at the BSN level upon completion of all requirements is an option for students deciding not to pursue the MSN at that time.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Core and designated service courses are identified using the following symbol: ◊

Program requires Health and Safety – [View Health and Safety Information](#)

Required Courses for Master of Science in Nursing: RN to MSN Option

General Education Courses

(12 semester hours)

Courses	Semester Hours
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IPE 301 - Interprofessional Education](#)	0
[ST 310 - Statistics](#) OR [GR 847 - Applied Statistics](#)	3 3
Total Semester Hours	12

Major Courses

(12 semester hours)

Courses	Semester Hours
[NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student](#)	2
[NS 475 - Principles of Leadership and Management for the RN to BSN/MSN](#)	3
[NS 481 - Population Health for the RN to BSN/MSN](#)	3
[NS 482 - Capstone/Practicum for the RN to BSN/MSN](#)	4
Total Semester Hours	12

Undergraduate Support Courses

Courses	Semester Hours
HC 206 - Pathophysiology and Pharmacology: Current Practices	3
Total Semester Hours	3

**Note: *Upon successful completion of HC 205 Health Care Science Update II, the student will receive three hours of earned semester hours and three hours of validation credit.*

Major Courses (70 semester hours)

A direct transfer package of 93 semester hours of nursing courses will be granted to students. Students are required to take a minimum of 27 semester hours of classes at Clarkson College. Other courses may be transferred or challenged according to individual course policies.

Transition Courses

(7 semester hours)

Courses	Semester Hours
NS 349 - Pathways for Success	1
NS 356 - Concepts of Professional Practice for the RN to BSN/MSN	3
NS 357 - Physical Assessment	3
Total Semester Hours	7

Upon successful completion of the transition courses, the student is eligible to take the remaining Undergraduate Nursing courses.

MSN Core Requirement Courses

Courses	Semester Hours
GR 798 - Essentials of Scholarly Writing	1
GR 847 - Applied Statistics	3
NS 807 - Theories and Concepts of Advanced Practice Roles	3
◊ NS 803 - Health Care Delivery Systems and Managed Care	2

Courses	Semester Hours
NS 805 - Application and Evaluation of Theory in Nursing	2
◊ NS 808 - Nursing Law and Ethics	3
NS 812 - Research Design and Methods	3
NS 813 - Research Design and Methods II	2
Total Semester Hours	19

Specialty Option Courses

Nursing Health Care Administration

The goal of this program option is to educate nurses who wish to become nursing healthcare administrators (i.e., executives or managers). The curriculum encompasses systems, leadership, and organization information, including theoretical models and concepts that are relevant to the role of nursing healthcare administrator. Learners will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision-making while pursuing high-quality healthcare that is safe, affordable and results in positive outcomes.

Courses	Semester Hours
MB 800 - Ethics in Leadership	2
MB 808 - Health Care Leadership	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 836 - Health Care Project Management	3
NS 898 - Nursing Health Care Leadership Practicum	3
MB 837 - Leading Change OR MB 846 - Fundamentals of Informatics	3 3
Total Semester Hours	23

Nurse Educator

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide, and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

Courses	Semester Hours
NS 806 - Theories of Learning for the Nurse Educator	3
◊ NS 822 - Curriculum Development for the Nurse Educator	3
NS 823 - Evaluation Strategies for the Nurse Educator	3
NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators	3
NS 827 - Teaching and Learning Strategies for the Nurse Educator	3
NS 894 - Nursing Education Practicum	3
NS 890 - Nurse Educator Transition to Practice	2
Total Semester Hours	20

Family Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 832 - Primary Health Care I	3

Courses	Semester Hours
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 840 - Primary Care of Children and Adolescent	3
NS 842 - Primary Care of Women	3
NS 844 - Primary Health Care II	3
NS 852 - Family Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

Adult Gerontology Acute Care Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, and will assume the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 861 - Introduction to Acute Care Concepts	3
NS 862 - Applying Acute Care Concepts	3

Courses	Semester Hours
NS 863 - Complex Acute Care Concepts	3
NS 864 - Advanced Acute Care Concepts	3
NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

Psychiatric Mental Health Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner	2
NS 856 - Introduction to Psychiatric Mental Health Concepts	3
NS 857 - Application of Psychiatric Mental Health Concepts	3
NS 858 - Complex Psychiatric Mental Health Concepts	3
NS 859 - Advanced Psychiatric Mental Health Concepts	3
NS 860 - Psychiatric Mental Health Nurse Practitioner Transition to Practice	2

Courses	Semester Hours
Total Semester Hours	32

Master of Science in Nursing

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Introduction

Clarkson College offers an online Master of Science in Nursing (MSN) degree that provides five options to meet specific professional goals of graduate students. These online options include: Nursing Health Care Administration, Nursing Education, Adult–Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner.

In order to complete a MSN at Clarkson College, students must successfully complete 39 to 51 graduate semester hours. Each of the options has a different set of credit hour requirements; however, they all require coursework to be taken from nursing core and the specific option. Up to nine semester hours of current graduate-level courses may be transferred from another accredited institution with the approval of the Director of the Graduate Nursing program.

Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Health Care Administration, Nursing Education, Adult–Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and the Psychiatric Mental Health Nurse Practitioner, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate, and reflect. **(Communication)****
- Apply complex and evidence-based nuring knowledge and experience to analyze and evaluate strategies and outcomes in healthcare and educational settings to inform decision-making and/or problem-solving. **(Critical Thinking)****
- Demonstrate the awareness of the unique characteristics inherent to all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)****
- Utilize and evaluate healthcare information technology systems and processes for communication, decision-making, management, and interdisciplinary collaboration to enhance health care delivery. **(Technology)****

- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical, and holistic practice; caring and collaborating relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision-making. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

The Clarkson College MSN program requires completion of:

- Core Requirement Courses = 19 semester hours
- Specialty Option Courses (selecting one of the concentrations) = 20 to 32 semester hours

Program requires Health and Safety – [View Health and Safety Information](#)

Specialty Option Courses

Each of the five specialty options has a set of courses required for completion of the MSN. All courses identified for each of the options must be completed.

Required Courses for Master of Science in Nursing

Required Core Courses for All Options

Courses	Semester Hours
[GR 798 - Essentials of Scholarly Writing](#)	1
[GR 847 - Applied Statistics](#)	3
[◊ NS 803 - Health Care Delivery Systems and Managed Care](#)	2
[NS 805 - Application and Evaluation of Theory in Nursing](#)	2
[NS 807 - Theories and Concepts of Advanced Practice Roles](#)	3

Courses	Semester Hours
◊ NS 808 - Nursing Law and Ethics	3
NS 812 - Research Design and Methods	3
NS 813 - Research Design and Methods II	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	19

Specialty Option Courses in Nursing Health Care Administration

The goal of this program option is to educate nurses who wish to become nursing healthcare administrators (i.e., executives or managers). The curriculum encompasses systems, leadership, and organization information, including theoretical models and concepts that are relevant to the role of nursing healthcare administrator. Learners will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision-making while pursuing high-quality healthcare that is safe, affordable and results in positive outcomes.

Courses	Semester Hours
MB 800 - Ethics in Leadership	2
MB 808 - Health Care Leadership	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 836 - Health Care Project Management	3
NS 898 - Nursing Health Care Leadership Practicum	3
MB 837 - Leading Change OR MB 846 - Fundamentals of Informatics	3 3
Total Semester Hours	23

Specialty Option Courses in Nursing Education

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide, and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

Courses	Semester Hours
NS 806 - Theories of Learning for the Nurse Educator	3
◊ NS 822 - Curriculum Development for the Nurse Educator	3
NS 823 - Evaluation Strategies for the Nurse Educator	3
NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators	3
NS 827 - Teaching and Learning Strategies for the Nurse Educator	3
NS 890 - Nurse Educator Transition to Practice	2
NS 894 - Nursing Education Practicum	3
Total Semester Hours	20

Specialty Option Courses in Family Nurse Practitioner*

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 832 - Primary Health Care I	3

Courses	Semester Hours
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 840 - Primary Care of Children and Adolescent	3
NS 842 - Primary Care of Women	3
NS 844 - Primary Health Care II	3
NS 852 - Family Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

*The Family Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Specialty Option Courses in Adult Gerontology Acute Care Nurse Practitioner*

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, and will assume the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3

Courses	Semester Hours
NS 838 - Advanced Pathophysiology	3
NS 861 - Introduction to Acute Care Concepts	3
NS 862 - Applying Acute Care Concepts	3
NS 863 - Complex Acute Care Concepts	3
NS 864 - Advanced Acute Care Concepts	3
NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progession through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Specialty Option Courses for Psychiatric Mental Health Nurse Practitioner*

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner	2

Courses	Semester Hours
NS 856 - Introduction to Psychiatric Mental Health Concepts	3
NS 857 - Application of Psychiatric Mental Health Concepts	3
NS 858 - Complex Psychiatric Mental Health Concepts	3
NS 859 - Advanced Psychiatric Mental Health Concepts	3
NS 860 - Psychiatric Mental Health Nurse Practitioner Transition to Practice	2
Total Semester Hours	32

*The Psychiatric Mental Health Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course maybe te taken at a time.*

Post-Graduate Certificate in Nursing Programs

Director of Graduate Nursing Program
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Post-Graduate Certificate Options

The purpose of the Post-Graduate certificate options provide opportunities for students who already have a Graduate degree to gain knowledge within a specialty at Clarkson College. The Post-Graduate certificate represents the student's successful completion of the required courses in the chosen nursing option. The five options are Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Nurse Educator, and Nursing Health Care Administration.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Program requires Health and Safety – View Health and Safety Information

Required Courses for Post-Graduate Certificate in Nursing Programs

Family Nurse Practitioner Courses

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 830 - Advanced Physical Assessment	3
NS 832 - Primary Health Care I	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 840 - Primary Care of Children and Adolescent	3
NS 842 - Primary Care of Women	3
NS 844 - Primary Health Care II	3
NS 852 - Family Nurse Practitioner Transition to Practice	2
Total Semester Hours	33

*The Family Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Nursing Education Courses

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide, and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

Courses	Semester Hours
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 806 - Theories of Learning for the Nurse Educator	3
◊ NS 822 - Curriculum Development for the Nurse Educator	3
NS 823 - Evaluation Strategies for the Nurse Educator	3
NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators	3
NS 827 - Teaching and Learning Strategies for the Nurse Educator	3
NS 894 - Nursing Education Practicum	3
NS 890 - Nurse Educator Transition to Practice	2
Total Semester Hours	23

Nursing Health Care Administration Courses

The goal of this program option is to educate nurses who wish to become nursing healthcare administrators (i.e., executives or managers). The curriculum encompasses systems, leadership, and organization information, including theoretical models and concepts that are relevant to the role of nursing healthcare administrator. Learners will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision-making while pursuing high-quality healthcare that is safe, affordable and results in positive outcomes.

Courses	Semester Hours
MB 800 - Ethics in Leadership	2

Courses	Semester Hours
MB 808 - Health Care Leadership	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 836 - Health Care Project Management	3
NS 898 - Nursing Health Care Leadership Practicum	3
MB 837 - Leading Change OR MB 846 - Fundamentals of Informatics	3 3
Total Semester Hours	23

**Each of the MB courses is offered in a six-week format, allowing Post-Graduate Certificate students to interact with the graduate students in the Health Care Administration program.

Adult Gerontology Acute Care Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, and will assume the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3

Courses	Semester Hours
NS 861 - Introduction to Acute Care Concepts	3
NS 862 - Applying Acute Care Concepts	3
NS 863 - Complex Acute Care Concepts	3
NS 864 - Advanced Acute Care Concepts	3
NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
Total Semester Hours	33

*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Psychiatric Mental Health Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner	2

Courses	Semester Hours
NS 856 - Introduction to Psychiatric Mental Health Concepts	3
NS 857 - Application of Psychiatric Mental Health Concepts	3
NS 858 - Complex Psychiatric Mental Health Concepts	3
NS 859 - Advanced Psychiatric Mental Health Concepts	3
NS 860 - Psychiatric Mental Health Nurse Practitioner Transition to Practice	2
Total Semester Hours	35

The Psychiatric Mental Health Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are required to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.

Nurse Anesthesia

Nurse Anesthesia Program Administrator
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Program Specific Competency Goals

Upon completion of the Master of Science in Nursing with a specialization in Nurse Anesthesia degree, the graduate will be able to demonstrate:

- Support patient safety through vigilance and protection from complications. **(Critical thinking, Technology)****
- Demonstrate competence in the perianesthesia management of patients by delivering individualized, culturally competent care across the life span. **(Diversity, Technology)****
- Demonstrate critical thinking, responsibility and accountability by applying evidenced-based concepts to decision-making and problem solving when assessing, diagnosing, managing, and evaluating perianesthesia care. **(Critical Thinking, Technology)****
- Develop interpersonal communication skills promoting the effective exchange of information and collaboration while respecting patient privacy and maintaining confidentiality. **(Communication, Technology)****
- Develop a leadership style integrating critical thinking and facilitating professional collaboration. **(Professionalism, Critical Thinking)****

- Demonstrate professionalism, including a commitment to academic and personal integrity. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from the Office of Enrollment and Advising, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Service Learning

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College values of Learning, Caring, Commitment, Integrity and Excellence. All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service course identified by the symbol ◊.

Program requires Health and Safety – [View Health and Safety Information](#)

Required Courses for Nurse Anesthesia

Core Requirement Courses for Nurse Anesthesia

(16 semester hours)

Courses	Semester Hours
[GR 798 - Essentials of Scholarly Writing](#)	1
[AN 859 - Professional Aspects of Nurse Anesthesia](#)	3
[AN 901 - Clinical Correlation Conference Seminar I](#)	2
[AN 902 - Clinical Correlation Conference Seminar II](#)	2
[AN 903 - Clinical Correlation Conference Seminar III](#)	2
[AN 904 - Clinical Correlation Conference Seminar IV](#)	2
[NS 812 - Research Design and Methods](#)	3

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
Total Semester Hours	15

Specialty Option Courses in Nurse Anesthesia

Courses	Semester Hours
AN 806 - Cadaver Applications in Anatomy	2
AN 806L - Cadaver Applications in Anatomy Lab	2
AN 830 - Advanced Physical Assessment for Nurse Anesthesia	3
AN 872 - Principles of Anesthesia I	4
AN 872L - Principles of Anesthesia I Lab	1
AN 873 - Principles of Anesthesia II	4
AN 873L - Principles of Anesthesia II Lab	1
AN 851 - Advanced Anatomy, Physiology and Pathophysiology I	6
AN 852 - Advanced Anatomy, Physiology and Pathophysiology II	6
AN 858 - Scientific Foundations	3
AN 876 - Advanced Pharmacology I	3
AN 877 - Advanced Pharmacology II	3
AN 888 - Clinical Anesthesia Implications	4
AN 951 - Clinical Anesthesia Practicum I	3
AN 952 - Clinical Anesthesia Practicum II	3
AN 953 - Clinical Anesthesia Practicum III	3
AN 954 - Clinical Anesthesia Practicum IV	3
AN 955 - Clinical Anesthesia Practicum V	3
Total Semester Hours	57

Senior Project

Courses	Semester Hours
AN 931 - Senior Project I	1
AN 932 - Senior Project II	1
AN 933 - Senior Project III	1
Total Semester Hours	3

Didactic Phase/First Fall Semester

First Year

First Semester

Courses	Semester Hours
AN 876 - Advanced Pharmacology I	3
AN 851 - Advanced Anatomy, Physiology and Pathophysiology I	6
AN 872 - Principles of Anesthesia I	4
AN 872L - Principles of Anesthesia I Lab	1
AN 858 - Scientific Foundations	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	17

Second Semester

Courses	Semester Hours
AN 877 - Advanced Pharmacology II	3
AN 852 - Advanced Anatomy, Physiology and Pathophysiology II	6
AN 873 - Principles of Anesthesia II	4
AN 873L - Principles of Anesthesia II Lab	1
AN 859 - Professional Aspects of Nurse Anesthesia	3

Courses	Semester Hours
Total Semester Hours	17

Third Semester

Courses	Semester Hours
AN 888 - Clinical Anesthesia Implications	4
AN 806 - Cadaver Applications in Anatomy	2
AN 806L - Cadaver Applications in Anatomy Lab	2
AN 830 - Advanced Physical Assessment for Nurse Anesthesia	3
NS 812 - Research Design and Methods	3
Total Semester Hours	14

Second Year

First Semester

Courses	Semester Hours
AN 951 - Clinical Anesthesia Practicum I	3
AN 901 - Clinical Correlation Conference Seminar I	2
GR 798 - Essentials of Scholarly Writing	1
Total Semester Hours	6

Second Semester

Courses	Semester Hours
AN 952 - Clinical Anesthesia Practicum II	3
AN 902 - Clinical Correlation Conference Seminar II	2
AN 931 - Senior Project I	1
Total Semester Hours	6

Third Semester

Courses	Semester Hours
AN 953 - Clinical Anesthesia Practicum III	3
AN 903 - Clinical Correlation Conference Seminar III	2
AN 932 - Senior Project II	1
Total Semester Hours	6

Third Year

First Semester

Courses	Semester Hours
AN 954 - Clinical Anesthesia Practicum IV	3
AN 904 - Clinical Correlation Conference Seminar IV	2
AN 933 - Senior Project III	1
Total Semester Hours	6

Second Semester

Courses	Semester Hours
AN 955 - Clinical Anesthesia Practicum V	3
Total Semester Hours	3

Doctor of Nursing Practice: Post Master's Option

Director of Graduate Nursing Program
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Introduction

Graduates of the Doctor of Nursing Practice program will have expanded knowledge and expertise required of advance practice nurses to provide leadership through collaborative and innovative decision-making in an evidence-based practice environment. Graduates will demonstrate excellence in interdisciplinary, client-centered communication, translation of research, and implementation of evidence-based change to promote quality health care outcomes. Graduates will have a working knowledge of

the processes involved in the development of state, national and professional policies governing health care.

Part- and full-time study options are available.

Program Specific Competency Goals

Upon completion of the Doctor of Nursing Practice degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve healthcare delivery systems, describe the actions and strategies to improve those healthcare systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **(Critical Thinking, Technology)****
- Implement and evaluate healthcare delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. **(Diversity, Communication)****
- Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes, and evaluating quality improvement methodologies to address the complex needs of humankind. **(Professionalism, Communication, and Critical Thinking)****
- Design information systems to guide clinical decision making, evaluate programs, and improve healthcare outcomes while considering ethical and legal issues related to the use of information. **(Technology, Communication)****
- Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of healthcare by engaging policy makers and advocating for social justice and the nursing profession. **(Professionalism, Diversity)****
- Lead interprofessional teams through effective communication, leadership, and collaboration to create practice improvement innovations in complex healthcare delivery systems. **(Communication, Professionalism)****
- Analyze healthcare delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health. **(Diversity, Critical Thinking, Technology)****
- Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals. **(Critical Thinking, Communication, Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Program requires Health and Safety – [View Health and Safety Information](#)

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Doctor of Nursing Practice: Post Master's Option

Core Requirement Courses

(28 semester hours)

Courses	Semester Hours
◊ DNP 915 - Outcomes of Health Care in a Global Society	3
DNP 916 - Health Care Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Health Care Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	28

Optional Course(s)/Electivies

Up to 18 semester hours can be completed

Courses	Semester Hours
EDD 934 - Learning Theories and Adult Education Methods	3

Courses	Semester Hours
DNP 924 - Entrepreneurship	2
DNP 925 - Grant Writing	2
DNP 926 - Program Planning and Evaluation	2
NS 827 - Teaching and Learning Strategies for the Nurse Educator	3
DNP 963 - DNP Scholarly Project IV	3
DNP 964 - DNP Scholarly Project V	3

BSN to DNP: Doctor of Nursing Practice in Nurse Anesthesia

Nurse Anesthesia Program Administrator
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Program Specific Role Competencies:

Upon completion of the BSN to DNP with a specialization in Nurse Anesthesia degree, the graduate will be able to demonstrate:

- Support patient safety through vigilance and protection from complications. **(Critical thinking, Technology)****
- Demonstrate competence in the perianesthesia management of patients by delivering individualized, culturally competent care across the life span. **(Diversity, Technology)****
- Demonstrate critical thinking, responsibility and accountability by applying evidenced-based concepts to decision-making and problem solving when assessing, diagnosing, managing, and evaluating perianesthesia care. **(Critical Thinking, Technology)****
- Develop interpersonal communication skills promoting the effective exchange of information and collaboration while respecting patient privacy and maintaining confidentiality. **(Communication, Technology)****
- Develop a leadership style integrating critical thinking and facilitating professional collaboration. **(Professionalism, Critical Thinking)****
- Demonstrate professionalism, including a commitment to academic and personal integrity. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from the Office of Enrollment and Advising, the College website, or in the Academic Policies & Procedures section (AD-1).

Service Learning

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College values of Learning, Caring, Commitment, Integrity and Excellence. All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service course identified by the symbol ◊.

Program requires Health and Safety – View Health and Safety Information

Required Courses for BSN to DNP: Doctor of Nursing Practice in Nurse Anesthesia

Core Requirement Courses

Courses	Semester Hours
DNP 916 - Health Care Informatics and Data Analytics	3
◊ DNP 915 - Outcomes of Health Care in a Global Society	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Health Care Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
Total Semester Hours	28

Nurse Anesthesia Specialty Core Requirements

Courses	Semester Hours
AN 860 - Professional Aspects of Nurse Anesthesia	3
AN 872 - Principles of Anesthesia I	4
AN 872L - Principles of Anesthesia I Lab	1
AN 873 - Principles of Anesthesia II	4
AN 873L - Principles of Anesthesia II Lab	1
AN 851 - Advanced Anatomy, Physiology and Pathophysiology I	6
AN 852 - Advanced Anatomy, Physiology and Pathophysiology II	6
AN 858 - Scientific Foundations	3
AN 876 - Advanced Pharmacology I	3
AN 877 - Advanced Pharmacology II	3
AN 888 - Clinical Anesthesia Implications	4
AN 830 - Advanced Physical Assessment for Nurse Anesthesia	3
AN 901 - Clinical Correlation Conference Seminar I	2
AN 902 - Clinical Correlation Conference Seminar II	2
AN 903 - Clinical Correlation Conference Seminar III	2
AN 904 - Clinical Correlation Conference Seminar IV	2
AN 951 - Clinical Anesthesia Practicum I	3
AN 952 - Clinical Anesthesia Practicum II	3
AN 953 - Clinical Anesthesia Practicum III	3

Courses	Semester Hours
AN 954 - Clinical Anesthesia Practicum IV	3
Total Semester Hours	61

Optional Electives

1–3 semester hours

Courses	Semester Hours
DNP 963 - DNP Scholarly Project IV	3
DNP 964 - DNP Scholarly Project V	3

Doctor of Nursing Practice: BSN to DNP Option

Director of Graduate Nursing Program
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Introduction

Graduates of the Doctor of Nursing Practice program will have expanded knowledge and expertise required of advance practice nurses to provide leadership through collaborative and innovative decision-making in an evidence-based practice environment. Graduates will demonstrate excellence in interdisciplinary, client-centered communication, translation of research, and implementation of evidence-based change to promote quality health care outcomes. Graduates will have a working knowledge of the processes involved in the development of state, national and professional policies governing health care.

Program Specific Competency Goals

Upon completion of the Doctor of Nursing Practice degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve healthcare delivery systems, describe the actions and strategies to improve those healthcare systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **(Critical Thinking, Technology)****

- Implement and evaluate healthcare delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. **(Diversity, Communication)****
- Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes, and evaluating quality improvement methodologies to address the complex needs of humankind. **(Professionalism, Communication, and Critical Thinking)****
- Design information systems to guide clinical decision making, evaluate programs, and improve healthcare outcomes while considering ethical and legal issues related to the use of information. **(Technology, Communication)****
- Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of healthcare by engaging policy makers and advocating for social justice and the nursing profession. **(Professionalism, Diversity)****
- Lead interprofessional teams through effective communication, leadership, and collaboration to create practice improvement innovations in complex healthcare delivery systems. **(Communication, Professionalism)****
- Analyze healthcare delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health. **(Diversity, Critical Thinking, Technology)****
- Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals. **(Critical Thinking, Communication, Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism

Program requires Health and Safety – View Health and Safety Information

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Doctor of Nursing Practice: BSN to DNP Option

Core Requirement Courses

Courses	Semester Hours
◊ DNP 915 - Outcomes of Health Care in a Global Society	3
DNP 916 - Health Care Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Health Care Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	28

Required Electives

4 semester hours required

Courses	Semester Hours
DNP 924 - Entrepreneurship	2
DNP 925 - Grant Writing	2
DNP 926 - Program Planning and Evaluation	2
EDD 934 - Learning Theories and Adult Education Methods	3
NS 827 - Teaching and Learning Strategies for the Nurse Educator	3

Courses	Semester Hours
DNP 963 - DNP Scholarly Project IV	3
DNP 964 - DNP Scholarly Project V	3

There are four (4) options offered for the BSN-DNP. They are Adult Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner and Nurse Anesthesia (CRNA).

Specialty Option Courses in Adult Gerontology Acute Care Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, and will assume the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
GR 798 - Essentials of Scholarly Writing	1
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 805 - Application and Evaluation of Theory in Nursing	2
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 861 - Introduction to Acute Care Concepts	3
NS 862 - Applying Acute Care Concepts	3
NS 863 - Complex Acute Care Concepts	3
NS 864 - Advanced Acute Care Concepts	3

Courses	Semester Hours
NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
GR 847 - Applied Statistics	3
Total Semester Hours	39

*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Specialty Option Courses in Psychiatric Mental Health Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
GR 798 - Essentials of Scholarly Writing	1
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 805 - Application and Evaluation of Theory in Nursing	2
NS 830 - Advanced Physical Assessment	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner	2
NS 856 - Introduction to Psychiatric Mental Health Concepts	3

Courses	Semester Hours
NS 857 - Application of Psychiatric Mental Health Concepts	3
NS 858 - Complex Psychiatric Mental Health Concepts	3
NS 859 - Advanced Psychiatric Mental Health Concepts	3
NS 860 - Psychiatric Mental Health Nurse Practitioner Transition to Practice	2
GR 847 - Applied Statistics	3
Total Semester Hours	41

*The Psychiatric Mental Health Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Specialty Option Courses in Family Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and healthcare, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent, and advocate while providing care within an evolving healthcare system.

Courses	Semester Hours
GR 798 - Essentials of Scholarly Writing	1
NS 805 - Application and Evaluation of Theory in Nursing	2
NS 807 - Theories and Concepts of Advanced Practice Roles	3
NS 830 - Advanced Physical Assessment	3
NS 832 - Primary Health Care I	3
NS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NS 834 - Advanced Nutrition	3
NS 835 - Foundations of Psychiatric-Mental Health	2

Courses	Semester Hours
NS 836 - Pharmacology for Practitioners	3
NS 838 - Advanced Pathophysiology	3
NS 840 - Primary Care of Children and Adolescent	3
NS 842 - Primary Care of Women	3
NS 844 - Primary Health Care II	3
NS 852 - Family Nurse Practitioner Transition to Practice	2
GR 847 - Applied Statistics	3
Total Semester Hours	39

*The Family Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at one time.*

Dual Degree - Master of Science in Nursing and Masters in Health Care Administration

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Introduction

Clarkson College offers an online master's degree Master of Science in Nursing (MSN) degree with an option for Nursing Health Care Administration. In addition, Clarkson College offers a degree in Health Care Administration. These two programs can be combined to meet specific professional goals of graduate students. In order to complete this program at Clarkson College, students must successfully complete 54 graduate hours.

Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Health Care Administration, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate, and reflect. **(Communication)****
- Apply complex and evidence-based nuring knowledge and experience to analyze and evaluate strategies and outcomes in healthcare and educational settings to inform decision-making and/or problem-solving. **(Critical Thinking)****
- Demonstrate the awareness of the unique characteristics inherent to all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)****
- Utilize and evaluate healthcare information technology systems and processes for communication, decision-making, management, and interdisciplinary collaboration to enhance health care delivery. **(Technology)****
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical, and holistic practice; caring and collaborating relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision-making. **(Professionalism)****

Upon completion of the Master's degree in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)****
- Interpret, synthesize, and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)****
- Communicate thoughts and ideas effectively. **(Communication)****
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)****
- Demonstrate an appropriate working knowledge of computer applications commonly used in healthcare administration **(Technology)****
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Online Curriculum

The Clarkson College online dual master's degree is designed to be a flexible learning environment. Internet-based instruction offers interactive learning opportunities and comprehensive access to information and resources. Dedicated faculty members are focused on student learning, which helps make online learning a productive and rewarding experience.

To complete the Dual Master of Science in Nursing and the Master's degree in Health Care Administration at Clarkson College, students must successfully complete a total of 54 semester hours. These hours must be distributed as follows:

- **Core Nursing Courses = 19 semester hours**
- **Major Requirement Courses = 26 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 6 semester hours**

Clarkson College's Master's degree in Health Care Administration program operates on an academic calendar using semester hours with three terms, each with 12 weeks of instructional time in length, with two of the terms offered over the fall through spring and the third term offered in the summer. Clarkson College's Master's in Health Care Administration program defines its academic year as 36 weeks of instructional time using semester hours. These terms are considered nonstandard terms.

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Dual Degree - Master of Science in Nursing and Masters in Health Care Administration

Nursing Core Classes

(19 semester hours)

Courses	Semester Hours
[IPE 301 - Interprofessional Education](#)	0

Courses	Semester Hours
GR 798 - Essentials of Scholarly Writing	1
◊ NS 803 - Health Care Delivery Systems and Managed Care	2
NS 805 - Application and Evaluation of Theory in Nursing	2
NS 807 - Theories and Concepts of Advanced Practice Roles	3
◊ NS 808 - Nursing Law and Ethics	3
NS 812 - Research Design and Methods	3
NS 813 - Research Design and Methods II	2
GR 847 - Applied Statistics	3
Total Semester Hours	19

All courses are 15 or 12 weeks in duration.

Major Requirement Courses

(26 semester hours)

Courses	Semester Hours
MB 800 - Ethics in Leadership	2
MB 808 - Health Care Leadership	3
◊ MB 818 - Organizational Behavior	3
MB 821 - Healthcare Data Analytics	3
MB 826 - Healthcare Strategic Management	3
MB 828 - Financial Management in Healthcare	3
MB 833 - Healthcare Quality and risk Management	3
MB 837 - Leading Change	3
NS 898 - Nursing Health Care Leadership Practicum	3
Total Semester Hours	26

All courses are 6 weeks in duration with the exception of the practicum.

Capstone Experience

(3 semester hours)

Courses	Semester Hours
MB 900 - Capstone	3
Total Semester Hours	3

Course is 15 or 12 weeks in duration.

Major Electives

Students must choose a total of 6 semester hours as part of the degree.

Courses	Semester Hours
MB 813 - Healthcare Law and Policy	3
MB 819 - Human Resources	3
MB 836 - Health Care Project Management	3
MB 839 - Healthcare Reimbursement	3
MB 845 - Management of Health Information	3
MB 846 - Fundamentals of Informatics	3
MB 848 - Systems and Database Design	3
MB 850 - Healthcare Information Systems	3
MB 899 - Independent Study for Health Care Administration	1
◊ MB 903 - Internship	3
Electives	9
Total Semester Hours	37

All courses are 6 weeks in duration besides MB 899 & MB 903, which are 12 weeks duration.

Undergraduate Nursing Courses

NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory

This course is designed to introduce professional nursing concepts of caring, client-centered care, evidence-based practice, informatics, teamwork and collaboration, safety, quality improvement, and professionalism. The student is introduced to the professional knowledge, skills and attitudes essential to the development of nursing competencies. The Caputi Model for Teaching Thinking in Nursing is utilized to introduce and apply various models to develop clinical judgement.

Semester hours: 3

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

NS 125 - Foundational Skills and Assessment of the Adult: Theory

The student will apply the basic concepts of anatomy and chemistry when performing nursing skills including assessment of the adult. The student will learn the fundamentals of safety to minimize risk of harm to clients and health care providers as it applies to evidence-based, client-centered care in a variety of health care environments. Students will be able to define behaviors that support a professional, caring relationship.

Semester hours: 3

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

Co-requisites:

- NS 126 - Foundational Skills and Assessment of the Adult: Clinical

NS 126 - Foundational Skills and Assessment of the Adult: Clinical

Students will perform foundational nursing and assessment skills in the care of the adult. The student will demonstrate the fundamentals of safety to minimize risk of harm to clients and health care providers as it applies to evidence-based, client-centered care in a variety of health care environments. Students will practice behaviors that support a professional, caring relationship.

Semester hours: 2

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

Co-requisites:

- NS 125 - Foundational Skills and Assessment of the Adult: Theory

NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

The student will be introduced to the broad concepts of public health practice including its historic development, principles and core functions, and collaborative teamwork of public health agencies. Theoretical and practical perspectives illustrating the social determinants of health will be explored. This course is designed as the first of four continuation nursing courses in the exploration of population health.

Semester hours: 1

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

NS 201 - Introduction to the Care of the Oncology Patient

This course introduces students to oncology and the client-centered care of patients with cancer. An emphasis will be placed on evidence-based symptom management and the interdisciplinary role of the healthcare team in the care of cancer patients with solid organ and hematological cancers. This is an elective course for a student considering an oncology specialty.

Semester hours: 2

Prerequisites:

- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical

NS 227 - Pathophysiology

Human physiological responses to disease, stress and the environment are studied; and pathophysiological processes are analyzed to provide the scientific rationale for nursing interventions. Diagnostic and medical treatment modalities are studied in conjunction with pathological dynamics.

Semester hours: 3

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab
- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

Restrictions and Notes:

- LPN-BSN students see advisor.

NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory

The student relate to the basic techniques of assessment to abnormal disease findings in the adult client. The student will explain principles pathophysiology and pharmacology in relation to acute and chronic health problems. Students will describe the concept of client-centered care with a focus on quality improvement and safety while utilizing professionalism.

Semester hours: 2

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab
- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab
- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

Co-requisites:

- NS 227 - Pathophysiology
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I

NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical

The student will apply assessment techniques with identification of abnormal findings as they relate to disease processes in the adult client. The student will demonstrate the professional caring nurse role with an emphasis on safety and client-centered care. Students will utilize the nursing process and technology to support teamwork and collaboration in clinical decision making.

Semester hours: 2

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab

- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab
- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

Co-requisites:

- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 235 - Pharmacology I

NS 235 - Pharmacology I

The student will apply the basic concepts of anatomy, physiology and chemistry in the administration of pharmacologic agents. The student will recognize standard practices and technologies related to medication safety to minimize the risk of harm and maximize the benefit to the client. Students will be able to accurately calculate drug dosages and interpret data to monitor the outcomes of pharmacologic interventions.

Semester hours: 2

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab
- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab
- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

Co-requisites:

- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical

Restrictions and Notes:

- *For LPN to BSN see advisor

NS 254 - Managing the Nursing Care of the Adult: Theory

The student will build upon previous knowledge of pathophysiology, pharmacology and assessment skills in the provision of safe, holistic care of the adult client with acute and chronic illnesses. Emphasis will be placed on the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

Semester hours: 4

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I

Co-requisites:

- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II

NS 255 - Managing the Nursing Care of the Adult: Clinical

The student will apply previous knowledge of pathophysiology, pharmacology and assessment skills in the delivery of safe, holistic care of the adult client with acute and chronic illnesses. In the professional nurse role, the student will demonstrate the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

Semester hours: 4

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I

Co-requisites:

- NS 254 - Managing the Nursing Care of the Adult: Theory

- NS 256 - Pharmacology II

NS 256 - Pharmacology II

The student will explain the basic concepts of anatomy, physiology and chemistry while building on the pharmacologic principles from Pharmacology I in the administration of pharmacologic agents. The student will recognize standardized practices and technologies related to medication safety to minimize the risk of harm and maximize the benefit to the client. Students will be able to accurately calculate drug dosages and interpret data to monitor the outcomes of pharmacologic interventions.

Semester hours: 2

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I

Co-requisites:

- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical

Restrictions and Notes:

- For LPN to BSN see advisor

NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online

This course examines population-based nursing practice, public health policy, health care economics, and social determinants as they relate to diverse populations and environments. The student will determine factors which create a culture of safety in relation to health care economics and public health policy. The student will identify the influence of environmental health on regulatory policies, legislation and public health. The student will examine the influence of social, political, cultural, and environmental factors in public health.

Semester hours: 1

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory

- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online

NS 340 - Behavioral Health Continuum of Care: Theory

The student will build upon previous knowledge of pharmacology, assessment and therapeutic communication skills. Theories and concepts related to acute, chronic illnesses and behaviors along the mental health continuum are introduced. Emphasis is placed on safe, evidence-based, caring and collaborative care, impacting the individual, families and groups.

Semester hours: 3

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- PY 101 - Introduction to Psychology

Co-requisites:

- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical

NS 341 - Behavioral Health Continuum of Care: Clinical

The student will apply theories and concepts related to caring, holistic, behavioral health of individuals, families and groups across the lifespan in a variety of settings. Students will collaborate with agency and community partners to enhance safe, evidence-based quality care.

Semester hours: 3

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- PY 101 - Introduction to Psychology

Co-requisites:

- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical

NS 342 - Nursing Care of Women and Child-Bearing Families: Theory

The student will be introduced to health promotion and family-centered nursing care for women and the childbearing family. Students will build upon previous knowledge to provide safe and evidence-based, interdisciplinary care of women and childbearing families.

Semester hours: 3

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory

- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

Co-requisites:

- [NS 343](#) - Nursing Care of Women and Child-Bearing Families: Clinical

NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical

Students will apply the nursing process and theoretical concepts related to safe, evidence-based, interdisciplinary care of women and childbearing families in a variety of settings

Semester hours: 2

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [PY 200](#) - Human Development

Co-requisites:

- [NS 342](#) - Nursing Care of Women and Child-Bearing Families: Theory

NS 344 - Family-Centered Nursing Care of Children: Theory

The student will be introduced to family-centered nursing care of children, including the normal progression of child growth and development, anticipatory guidance for parents, and acute and chronic health problems in the pediatric population. An emphasis will be

placed on quality, safety and evidence-based practice in the provision of professional nursing care.

Semester hours: 3

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [PY 200](#) - Human Development

Co-requisites:

- [NS 345](#) - Family-Centered Nursing Care of Children: Clinical

NS 345 - Family-Centered Nursing Care of Children: Clinical

The student will employ evidence-based principles of family-centered nursing care of the well child and children with acute and chronic health problems. The student will participate in teamwork and collaboration to promote shared decision making for safe delivery of health care.

Semester hours: 2

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory

- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical
- PY 200 - Human Development

Co-requisites:

- NS 344 - Family-Centered Nursing Care of Children: Theory

NS 346 - Evidence-Based Inquiry in Health Care

The student will learn how to ask clinical questions in PICOT format and to search common databases. The student develops the skill of critical appraisal of published research. Emphasis will be placed on how practice can be changed by the use of evidence-based guidelines and quality improvement processes.

Semester hours: 2

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- ST 310 - Statistics

NS 361 - Population Health III

This course will examine the significance of program management in addressing health issues as well as the assessment of care needs for individuals, communities, and populations. The student will synthesize knowledge to address population

health related behaviors to promote health and foster health prevention and health maintenance. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice. This course emphasizes student management using a required service experience. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 361](#) - Population Health III

NS 349 - Pathways for Success

The student will be provided a pathway for the transition to BSN and MSN programs at Clarkson College. Students will learn how to effectively write scholarly papers, both in terms of format and APA style. This course serves as an orientation to the various departments and services at the College and its online course delivery platform.

Semester hours: 1

Restrictions and Notes:

- Current unencumbered LPN or RN license required

NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student

The RN-BSN/MSN student will learn how to ask clinical questions in PICOT format and to search common databases. The student develops the skill of critical appraisal of published research. Emphasis will be placed on how practice can be changed by the use of evidence-based guidelines and quality improvement processes.

Semester hours: 2

Prerequisites:

- [ST 310](#) - Statistics

NS 355 - Concepts of Professional Practice for the LPN to BSN

Students will explore professional nursing concepts specific to the transition from the LPN role to the baccalaureate-prepared nurse and quality along with safety education for nurses. Specific emphasis will be placed on nursing theory and the concepts of evidence based practice, quality improvement, caring, teamwork, collaboration and client-centered care.

Semester hours: 3

Restrictions and Notes:

- Current unencumbered LPN license required

NS 356 - Concepts of Professional Practice for the RN to BSN/MSN

Students will explore professional nursing concepts specific to the baccalaureate-prepared nurse and quality and safety education for nurses. Specific emphasis will be placed on nursing theory and the concepts of evidence based practice, quality improvement, caring, teamwork, collaboration and client-centered care.

Semester hours: 3

Restrictions and Notes:

- Current unencumbered RN license required

NS 357 - Physical Assessment

The student will validate areas of assessment expertise and further develop clinical assessment and critical thinking skills. Specific emphasis is placed on evidence based assessment techniques for each of the body systems, critical thinking skills, safety, and client-centered care practices.

Semester hours: 3

NS 358 - Transitional Medical Surgical Nursing for the Adult Client Theory

The student will relate assessment techniques for identification of acute and chronic health problems in the adult client as well as discuss relevant diagnostic findings. The student will correlate principles of pathophysiology and pharmacology in relation to acute and chronic health problems in the adult client. Student will use the nursing process to provide client-centered care with a focus on quality improvement and safety while utilizing professionalism.

Semester hours: 1

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab
- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab

- CH 110 - General Chemistry - Lecture and Lab
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 235 - Pharmacology I
- NS 349 - Pathways for Success
- NS 355 - Concepts of Professional Practice for the LPN to BSN

Co-requisites:

- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 359 - Transitional Medical Surgical Nursing for the Adult Client Clinical

Restrictions and Notes:

- Current unencumbered LPN license

NS 359 - Transitional Medical Surgical Nursing for the Adult Client Clinical

The student will validate areas of assessment expertise and further develop clinical skills. Student will demonstrate the professional caring nurse role with emphasis on safety and client-centered care. Students will utilize the nursing process and informatics to support teamwork and collaboration in clinical decision making.

Semester hours: 2

Prerequisites:

- BI 210 - Microbiology - Lecture and Lab
- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- CH 110 - General Chemistry - Lecture and Lab
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 235 - Pharmacology I
- NS 349 - Pathways for Success
- NS 355 - Concepts of Professional Practice for the LPN to BSN

Co-requisites:

- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 358 - Transitional Medical Surgical Nursing for the Adult Client Theory

Restrictions and Notes:

- Current unencumbered LPN license

NS 361 - Program Management and Care of the Client in the Community: Theory Online

This course will examine the significance of program management in addressing health issues as well as the assessment of care needs for individuals, communities, and populations. The student will synthesize knowledge to address population health related behaviors to promote health and foster health prevention and health maintenance. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice. This course emphasizes student engagement using a required service experience. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online

Co-requisites:

- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 362 - Program Management and Care of the Client in the Community: Clinical

NS 362 - Program Management and Care of the Client in the Community: Clinical

The student will apply client-centered care to individuals, groups and families within a diverse population. The student will value the need for continuous improvements that support evidence-based practice, integration of teamwork and collaboration, and the promotion of safe outcomes demonstrating the role of the nurse in teamwork, leadership and collaboration. The student will demonstrate the knowledge, skills and attitudes necessary to provide safe, quality-centered patient care with a focus on evidence-based practice with the integration of community-based theories and public health policy. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online

Co-requisites:

- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 361 - Program Management and Care of the Client in the Community: Theory Online

NS 461 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online

The student will build upon previous knowledge of population-based public health nursing and client-centered care experiences to provide safe and evidence-based, interdisciplinary care in the management of disasters, application of the epidemiological process, communicable and infectious diseases, and global health. The student will explore the care needs of individuals in various work settings and the diverse care needs of migrant, immigrant, and refugee populations. This course is designed as the last of four courses in the exploration of population-based public health nursing.

Semester hours: 2

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory

- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical

Co-requisites:

- NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical

NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical

The student will apply a population-based nursing approach to care delivered in community settings. The student will value the need for continuous improvements that support evidence-based practice, integration of teamwork and collaboration, and the promotion of quality care recognizing the link between epidemiology, communicable/ infectious diseases, and global health. The student will demonstrate the knowledge, skills and attitudes necessary to provide safe, quality, client-centered nursing care.

Semester hours: 1

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory

- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 342](#) - Nursing Care of Women and Child-Bearing Families: Theory
- [NS 343](#) - Nursing Care of Women and Child-Bearing Families: Clinical
- [NS 344](#) - Family-Centered Nursing Care of Children: Theory
- [NS 345](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Health Care
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

Co-requisites:

- [NS 461](#) - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online

NS 467 - Transition into Practice

The student will prepare for the transition to the professional nurse role utilizing the concepts of quality, safety and collaboration. Professional nurse caring behaviors are analyzed in the delivery of holistic care while utilizing evidence-based practice and informatics.

Semester hours: 1

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 342](#) - Nursing Care of Women and Child-Bearing Families: Theory
- [NS 343](#) - Nursing Care of Women and Child-Bearing Families: Clinical
- [NS 344](#) - Family-Centered Nursing Care of Children: Theory
- [NS 345](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Health Care
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online

- NS 362 - Program Management and Care of the Client in the Community: Clinical
- NS 461 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online
- NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical
- NS 468 - Concepts of Complex Multisystem Clients I: Theory
- NS 469 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NS 470 - Concepts of Complex Multisystem Clients II: Theory
- NS 472 - Principles of Leadership and Management
- NS 473 - Preceptorship: Clinical
- NS 474 - Pharmacology III

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NS 468 - Concepts of Complex Multisystem Clients I: Theory

The student will integrate previous knowledge and client-centered experiences while learning concepts of care for adults with complex multisystem disorders. The student will incorporate evidence-based practice and informatics to foster organized, safe client-centered care. This course is designed as the first part of a two semester exploration of complex multisystem disorders.

Semester hours: 4

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical

- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical

Co-requisites:

- NS 469 - Concepts of Complex Multisystem Clients I: Clinical

NS 469 - Concepts of Complex Multisystem Clients I: Clinical

The student will collaborate with the interdisciplinary team, incorporating evidence-based practice and informatics to deliver safe, quality care for the client with multisystem health disorders and their families across a variety of health care settings. In the professional nurse role, the student will analyze the use of informatics, teamwork and collaboration in relationship to quality health outcomes.

Semester hours: 4

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical

Co-requisites:

- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory

NS 470 - Concepts of Complex Multisystem Clients II: Theory

The student will integrate previous knowledge and client-centered experiences while learning advanced concepts of care for adults with complex multisystem disorders. The student will analyze evidence-based practice and the use of informatics in the management of safe, quality, client-centered care. This course is designed as the second part of a two semester exploration of complex multisystem disorders.

Semester hours: 3

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [NS 342](#) - Nursing Care of Women and Child-Bearing Families: Theory
- [NS 343](#) - Nursing Care of Women and Child-Bearing Families: Clinical
- [NS 344](#) - Family-Centered Nursing Care of Children: Theory
- [NS 345](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Health Care
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 461](#) - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online
- [NS 462](#) - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical
- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- [NS 467](#) - Transition into Practice
- [NS 472](#) - Principles of Leadership and Management

- [NS 473](#) - Preceptorship: Clinical
- [NS 474](#) - Pharmacology III

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NS-471 - Principles of Leadership and Management: Clinical for the RN to BSN/MSN

The student will apply leadership and management theories and concepts in diverse interdisciplinary health care environments. An emphasis will be placed on quality improvement, teamwork and collaboration and use of informatics in the leadership role.

Semester hours: 2

Prerequisites:

- [NS 346](#) - Evidence-Based Inquiry in Health Care

Co-requisites:

- [NS 470](#) - Concepts of Complex Multisystem Clients II: Theory

NS 472 - Principles of Leadership and Management

The student will analyze theories and concepts of current nursing leadership and management in diverse interdisciplinary health care environments. The student will select quality improvement processes to evaluate effectiveness of health care systems in meeting health needs of individuals, families and diverse populations.

Semester hours: 3

Prerequisites:

- [NS 116](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 261](#) - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical

- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical
- NS 461 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online
- NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical
- NS 468 - Concepts of Complex Multisystem Clients I: Theory
- NS 469 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NS 467 - Transition into Practice
- NS 470 - Concepts of Complex Multisystem Clients II: Theory
- NS 473 - Preceptorship: Clinical
- NS 474 - Pharmacology III

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NS 473 - Preceptorship: Clinical

The student will promote a caring, holistic approach while providing safe, client-centered care based on effective clinical decision-making within the interdisciplinary team. This course will provide opportunities to analyze professional nurse leadership roles and management concepts at the systems level while building on previous knowledge, skills and attitudes. The student will employ evidence-based practice and health care literacy to facilitate quality improvement processes for optimal health care

Semester hours: 4

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory

- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical
- NS 461 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online
- NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical
- NS 468 - Concepts of Complex Multisystem Clients I: Theory
- NS 469 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NS 467 - Transition into Practice
- NS 470 - Concepts of Complex Multisystem Clients II: Theory
- NS 472 - Principles of Leadership and Management
- NS 474 - Pharmacology III

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NS 474 - Pharmacology III

The student will review Pharmacology I and Pharmacology II courses to be able to provide safe, effective care related to medication administration.

Semester hours: 1

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 227 - Pathophysiology
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical

- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Program Management and Care of the Client in the Community: Theory Online
- NS 362 - Program Management and Care of the Client in the Community: Clinical
- NS 461 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Theory Online
- NS 462 - Population-Based Public Health Nursing- Communicable/Infectious Diseases and Global Health: Clinical
- NS 468 - Concepts of Complex Multisystem Clients I: Theory
- NS 469 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NS 467 - Transition into Practice
- NS 470 - Concepts of Complex Multisystem Clients II: Theory
- NS 472 - Principles of Leadership and Management
- NS 473 - Preceptorship: Clinical

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NS 475 - Principles of Leadership and Management for the RN to BSN/MSN

The RN to BSN/MSN student will analyze theories and concepts of current nursing leadership and management in diverse interdisciplinary health care environments. The student will select quality improvement processes to evaluate effectiveness of health care systems in meeting health needs of individual, families and diverse populations.

Semester hours: 3

Prerequisites:

- NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student

NS 476 - Population Health IV: Theory

The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. A community-based health-related program will be designed, planned, implemented and evaluated. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice. This course is designed as the fourth of four level courses in exploration of population health. **This course emphasizes student engagement using a required service experience.**

Semester hours: 2

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Population Health III

Co-requisites:

- NS 477 - Population Health IV: Clinical

NS 477 - Population Health IV: Clinical

The student will apply client-centered care to individuals, groups and families within a diverse population. The student will value the need for continuous improvements that support evidence-based practice, integration of teamwork and collaboration, and the promotion of safe outcomes. The student will function efficiently in demonstrating the role of the nurse in teamwork, leadership and collaboration. The student will demonstrate the knowledge, skills and attitudes necessary to provide safe, quality-

centered patient care with a focus on evidence-based practice with the integration of community based theories and public health policy.

Semester hours: 2

Prerequisites:

- NS 116 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- NS 125 - Foundational Skills and Assessment of the Adult: Theory
- NS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online
- NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NS 235 - Pharmacology I
- NS 254 - Managing the Nursing Care of the Adult: Theory
- NS 255 - Managing the Nursing Care of the Adult: Clinical
- NS 256 - Pharmacology II
- NS 261 - Population-Based Public Health Nursing – Health Policy and Current Trends: Theory Online
- NS 340 - Behavioral Health Continuum of Care: Theory
- NS 341 - Behavioral Health Continuum of Care: Clinical
- NS 342 - Nursing Care of Women and Child-Bearing Families: Theory
- NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical
- NS 344 - Family-Centered Nursing Care of Children: Theory
- NS 345 - Family-Centered Nursing Care of Children: Clinical
- NS 346 - Evidence-Based Inquiry in Health Care
- NS 361 - Population Health III

Co-requisites:

- NS 476 - Population Health IV: Theory

NS 481 - Population Health for the RN to BSN/MSN

The student will synthesize concepts of public health practice including its historic development. The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. The student will examine the significance of public health program planning in addressing global health issues and analyze quality improvement factors, which support the use of informatics, safety, quality care, and teamwork and collaboration.

Semester hours: 3

Restrictions and Notes:

- Current, unencumbered RN license required

NS 482 - Capstone/Practicum for the RN to BSN/MSN

This capstone/practicum course will provide the student the opportunity to complete practicum hours in a population health environment. The student will review and analyze current research and apply the findings to a final project.

Semester hours: 4

Prerequisites:

- [NS 352](#) - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student

Restrictions and Notes:

- Current, unencumbered RN license required

NS 499 - Independent Study

(By arrangement; one to six hours per week) Study directed by a faculty person on a topic of the student's interest and the faculty's expertise. Approval of program director required.

Semester hours: 0

NS 899 - Independent Study

The course includes guided study in special topics under the supervision of a faculty member. Completion of an Independent Study form is required before registration.

Semester hours: 0

Restrictions and Notes:

- Approval of a faculty, Director or Dean required before registration.

Graduate Nursing Courses

AN 806 - Cadaver Applications in Anatomy

The focus of this graduate course centers on expansion of the graduate student's knowledge of human functional and clinical gross anatomy through lecture and discussion of specific cadaver dissections. Correlation of pertinent regional anatomy to regional anesthesia techniques is included. The relationship of anatomical structures and expanding anatomical knowledge are emphasized. Coursework provides instruction on dissection. Application of the prerequisite anatomy coursework is emphasized.

Semester hours: 2

Prerequisites:

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I
- [AN 852](#) - Advanced Anatomy, Physiology and Pathophysiology II

Co-requisites:

- AN 806L - Cadaver Applications in Anatomy Lab

AN 806L - Cadaver Applications in Anatomy Lab

The focus of this graduate course centers on expansion of the graduate student's knowledge of human functional and clinical gross anatomy through lecture and discussion of specific cadaver dissections. Correlation of pertinent regional anatomy to regional anesthesia techniques is included. The relationship of anatomical structures and expanding anatomical knowledge are emphasized. Coursework provides instruction on dissection and visualization of anatomical structures in the cadaver. Application of the prerequisite anatomy coursework is emphasized.

Semester hours: 2

Prerequisites:

- AN 851 - Advanced Anatomy, Physiology and Pathophysiology I
- AN 852 - Advanced Anatomy, Physiology and Pathophysiology II

Co-requisites:

- AN 806 - Cadaver Applications in Anatomy

AN 830 - Advanced Physical Assessment for Nurse Anesthesia

This course emphasizes competencies in history taking and performing comprehensive health assessments of individuals of all ages and the interpretation of findings for nurse anesthesia.

Semester hours: 3

AN 851 - Advanced Anatomy, Physiology and Pathophysiology I

An integrated, systems approach to the advanced study of anatomy, physiology, and pathophysiology, serving as a foundation for nurse anesthesia practice. Provides nurse anesthesia students with the basis of anatomical and physiological processes necessary for understanding health and disease through the life span. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of common altered health states are discussed. Focus is on the nervous, cardiovascular, and endocrine systems of the body.

Semester hours: 6

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia Program

AN 852 - Advanced Anatomy, Physiology and Pathophysiology II

An integrated, systems approach to the advanced study of anatomy, physiology, and pathophysiology, serving as a foundation for nurse anesthesia practice. Provides nurse anesthesia students with the basis of anatomical and physiological processes necessary for understanding health and disease through the lifespan. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of common altered health states are discussed. Focus is on the respiratory, gastrointestinal, hepatic, musculoskeletal, immune, hematology, and renal systems in addition to important areas of non-systems pathophysiology.

Semester hours: 6

Prerequisites:

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I

AN 858 - Scientific Foundations

A review of the principles of chemistry (aqueous solutions and concentrations; acids, bases and salts), biochemistry (hepatic metabolism, cellular mechanisms for action and drug receptor interaction) and physics (units of measurement; gases and gas laws; solubility, diffusion and osmosis; pressure and fluid flow; electricity and electrical safety; vaporization and humidification; and measurement of oxygen, carbon dioxide and hydrogen ion) as they relate to anesthesia practice. Includes fundamentals of radiologic and ultrasound principles and various techniques.

Semester hours: 3

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia Program

AN 859 - Professional Aspects of Nurse Anesthesia

Provides the graduate nurse anesthesia student an opportunity to focus on a variety of professional issues including the history of nurse anesthesia, professional socialization and participation, roles of the nurse anesthetist and the American Association of Nurse Anesthetists, regulations of nurse anesthesia practice, standards of care, scope of practice, practice settings and employment options, reimbursement, quality assessment, the legal system, medical ethics and chemical dependency, patient safety, infection control and standard precautions. During the program, attendance at one state or national meeting for nurse anesthetists is required for this course.

Semester hours: 3

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia Program

AN 860 - Professional Aspects of Nurse Anesthesia

This course provides the nurse anesthesia student an opportunity to focus on a variety of issues related to the Nurse Anesthesia profession. Topics include the history of Nurse Anesthesia, professional socialization and the importance of participation, the role of the nurse anesthetist, and the professional organizations. Also discussed are regulations of nurse anesthesia practice, standards of care, scope of practice, practice settings and employment options, reimbursement, quality improvement, and ethical and legal issues impacting the profession. Major emphasis is placed on wellness and substance use disorder.

Semester hours: 3

Restrictions and Notes:

- Prerequisite: Acceptance into the Nurse Anesthesia Program

AN 872 - Principles of Anesthesia I

Introduces the nurse anesthesia graduate student to concepts necessary to plan and execute a safe, individualized anesthetic. Course includes pre- and post-anesthetic assessment, formulation of the anesthesia care plan, anesthetic techniques, the administration and management of major nerve conduction anesthesia, acute and chronic pain management, awareness of potential complications, prevention of complications and all adverse patient outcomes, fluid management, positioning the patient, and the monitoring and utilization of anesthesia equipment. An emphasis is placed on patient centered care, prevention of complications and improving patient outcomes.

Semester hours: 4

Co-requisites:

- AN 872L - Principles of Anesthesia I Lab

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia Program

AN 872L - Principles of Anesthesia I Lab

This course provides the nurse anesthesia graduate student guided practical experience associated with those concepts presented in Principles of Anesthesia I (AN 872). Includes practice in and evaluation of task-specific skills in simulation.

Semester hours: 1

Co-requisites:

- AN 872 - Principles of Anesthesia I

AN 873 - Principles of Anesthesia II

This course provides advanced theory and instruction necessary for the advancement to clinical anesthesia practice. Content includes instruction on the special populations throughout the lifespan, obesity, and surgical procedures.

Semester hours: 4

Prerequisites:

- AN 872 - Principles of Anesthesia I

Co-requisites:

- AN 873L - Principles of Anesthesia II Lab

AN 873L - Principles of Anesthesia II Lab

This course provides the nurse anesthesia graduate student guided practical experience associated with preoperative assessment, preparation for the administration of anesthesia, induction, maintenance, emergence and postanesthesia management. This course includes practice in and evaluation of task specific skills in both simulation and skills lab environments.

Semester hours: 1

Prerequisites:

- AN 872L - Principles of Anesthesia I Lab

Co-requisites:

- AN 873 - Principles of Anesthesia II

AN 876 - Advanced Pharmacology I

Advanced Pharmacology I provides students with a thorough understanding of the science of pharmacology. The primary focus is on topics integral to modern anesthesia practice. These include pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy, toxicology, and others. Major areas of discussion include uptake and distribution of inhalation agents, anesthesia induction drugs, and opiate agonists/antagonists.

Semester hours: 3

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia Program

AN 877 - Advanced Pharmacology II

This is the second course in a sequence designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of nurse anesthesia.

Semester hours: 3

Prerequisites:

- AN 876 - Advanced Pharmacology I

AN 888 - Clinical Anesthesia Implications

This course emphasizes the analysis, synthesis and application of anesthesia concepts to the development of an individualized anesthesia plan of care. Inherent in this process is the integration of pharmacology, physiology, and pathophysiology with anesthesia principles emphasizing the anesthesia implications. Adjuvant drugs commonly encountered by nurse anesthetists are emphasized. This course is designed to aid the didactic student in their transition to the clinical phase of the program.

Semester hours: 4

Prerequisites:

- AN 851 - Advanced Anatomy, Physiology and Pathophysiology I
- AN 852 - Advanced Anatomy, Physiology and Pathophysiology II
- AN 872 - Principles of Anesthesia I
- AN 873 - Principles of Anesthesia II
- AN 876 - Advanced Pharmacology I
- AN 877 - Advanced Pharmacology II

AN 901 - Clinical Correlation Conference Seminar I

Clinical Correlation Conference Seminar I provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts such as nursing theory and financial management.

Semester hours: 2

Restrictions and Notes:

- Prerequisite: Progression to Clinical Phase of Nurse Anesthesia Program

AN 902 - Clinical Correlation Conference Seminar II

Clinical Correlation Conference Seminar II provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts, such as health care policy, leadership, administration, and management. Students will explore issues with current healthcare policy issues on the federal and state levels, recent and future trends in healthcare,

and how these issues relate to nurse anesthesia practice. Students will recognize and explore healthcare from a leadership, administrative, and management side from federal, state, and local healthcare entities.

Semester hours: 2

Prerequisites:

- [AN 901](#) - Clinical Correlation Conference Seminar I

AN 903 - Clinical Correlation Conference Seminar III

Clinical Correlation Conference Seminar III provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students will explore the integration of evidenced-based anesthesia practice and standards of care into everyday nurse anesthesia practice.

Semester hours: 2

Prerequisites:

- [AN 902](#) - Clinical Correlation Conference Seminar II

AN 904 - Clinical Correlation Conference Seminar IV

Clinical Correlation Conference Seminar IV provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts such as the business of anesthesia & practice management, and reimbursement methodologies and payment policies.

Semester hours: 2

Prerequisites:

- [AN 903](#) - Clinical Correlation Conference Seminar III

AN 931 - Senior Project I

This is the first of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will identify and assess a problem within the practice of nurse anesthesia, proposing a needed change in practice, the health care system, education, or policy. The student will begin development of the problem significance, research question, purpose and theoretical framework.

Semester hours: 1

Restrictions and Notes:

- Prerequisite: Progression to Clinical Phase

AN 932 - Senior Project II

This is the second of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will conduct a review of the relevant literature. Then, the student will critically analyze and synthesize the existing literature. The student will then propose a plan to enhance anesthesia practice, the health care system, education, or policy.

Semester hours: 1

Prerequisites:

- AN 931 - Senior Project I

AN 933 - Senior Project III

This is the third of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will finalize the components of the senior project, and submit a final written document. The student will disseminate the senior project making practice recommendations based on the scholarly senior project.

Semester hours: 1

Prerequisites:

- AN 932 - Senior Project II

AN 951 - Clinical Anesthesia Practicum I

Exposure of BSN-DNP graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum I, the student will meet or exceed objectives with supervision while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

Semester hours: 3

Restrictions and Notes:

- Prerequisite: Progression to Clinical Phase

AN 952 - Clinical Anesthesia Practicum II

Exposure of BSN-DNP graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application

in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum II, the student will meet or exceed objectives with guidance while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

Semester hours: 3

Prerequisites:

- [AN 951](#) - Clinical Anesthesia Practicum I

AN 953 - Clinical Anesthesia Practicum III

Exposure of BSN-DNP graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum III, the student will meet or exceed objectives with increasing independence, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester. During Clinical Practicum III, the student will meet or exceed objectives with increasing independence, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

Semester hours: 3

Prerequisites:

- [AN 952](#) - Clinical Anesthesia Practicum II

AN 954 - Clinical Anesthesia Practicum IV

Exposure of the BSN-DNP graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency

for entry level anesthesia practice. During Clinical Practicum IV, the student will meet or exceed objectives by independently managing cases, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. During Clinical Practicum IV, the student will also meet or exceed program terminal objectives, as outlined by the Council on Accreditation, in the areas of patient safety, individualized perianesthetic management, critical thinking, communication skills, and professional responsibility of the nurse anesthetist. Successful completion of AN 955 requires achievement of the program benchmark on the National Self-Evaluation Exam (SEE). During Clinical Practicum IV, the student will meet or exceed objectives by demonstrating increasing independence in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

Semester hours: 3

Prerequisites:

- [AN 953](#) - Clinical Anesthesia Practicum III

AN 955 - Clinical Anesthesia Practicum V

Exposure of the MSN graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum V, the student will meet or exceed objectives by independently managing cases, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence, and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. During Clinical Practicum V, the student will also meet or exceed program terminal objectives, as outlined by the Council on Accreditation, in the areas of patient safety, individualized perianesthetic management, critical thinking, communication skills, and professional responsibility of the nurse anesthetist. Successful completion of AN 955 requires achievement of the program benchmark on the National Self-Evaluation Exam (SEE).

Semester hours: 3

Prerequisites:

- [AN 954](#) - Clinical Anesthesia Practicum IV

GR 798 - Essentials of Scholarly Writing

This course offers one hour of credit for developing skills needed to compose an evidence review of primary studies to address a focused question aimed at improving health care and/or health education. A review of methods to organize the document will be emphasized as well as sharpening basic writing skills, grammar, punctuation, and improving style requirements needed for the scholarly document appropriate for the academic community and professional healthcare arena.

Semester hours: 1

Restrictions and Notes:

- Prerequisite: Admission to a Graduate Nursing program.

GR 847 - Applied Statistics

An in-depth coverage of the strategies involved in data analysis, including statistical procedures and interpretation of data for research. Students will apply knowledge of descriptive, parametric, non-parametric, univariate, and selected multivariate approaches to data analysis. Emphasis will be on interpretation of statistical results and on evaluation of published research and its applicability to health care. Each student is expected to be familiar with common terminology and use of descriptive and inferential statistical techniques, including probability, chi-square, student's t analysis of variance, correlation, and non-parametric tests.

Semester hours: 3

Prerequisites:

- GR 798 - Essentials of Scholarly Writing

Restrictions and Notes:

- Prerequisite: GR 798 (Unless NS 847 is a prerequisite for your program); Basic statistics course preferred.

NS 803 - Health Care Delivery Systems and Managed Care

This course is an overview of the United States health care system as compared to health systems in other countries. It includes the study of the evolution and current state of health care services and insurance, health professionals, quality, health policy, and health services financing. HMOs, PPOs, and POS plans will be reviewed. Additionally, managed care objectives, functions and contracting will be discussed. **This course emphasizes student engagement using a required service experience.**

Semester hours: 2

Restrictions and Notes:

- May be taken concurrently with GR 798 and NS 807

NS 805 - Application and Evaluation of Theory in Nursing

This course provides a general introduction to the philosophy of science as it applies to social and human phenomena. The history and process of theory development is discussed and various theories of nursing are analyzed and critiqued. Emphasis is placed on the application of nursing theories related to QSEN, IOM, Healthy People 2020, and evidence-based practice in a variety of settings. Through integrating theory and practice, students are given the opportunity to formulate their own personal application of theory in professional, education, research and service activities.

Semester hours: 2

Prerequisites:

- GR 798 - Essentials of Scholarly Writing
- NS 807 - Theories and Concepts of Advanced Practice Roles

NS 806 - Theories of Learning for the Nurse Educator

Selected theories of learning, development and cognition are examined in relation to their philosophical underpinnings and basic assumptions. Theory application to program/course design, students/faculty interactions, and evaluation process are explored. Attention to learner needs, different learning environments, and strategies to enhance professional role development will be explored. The impact caring, evidence-based practice, technology, and collaboration have on learning will be examined.

Semester hours: 3

Prerequisites:

- GR 798 - Essentials of Scholarly Writing
- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing
- NS 807 - Theories and Concepts of Advanced Practice Roles

NS 807 - Theories and Concepts of Advanced Practice Roles

This course provides an overview of the roles of the graduate prepared nurse. The history, growth, and challenges of advance practice will be explored. Educational requirements, licensure, credentialing, roles, scope of practice, and practice environments to include cultural aspects, ethical, and legal issues for graduate prepared nurses will be reviewed. Various health policies will be discussed in relationship to the role of the graduate prepared nurse.

Semester hours: 3

Co-requisites:

- GR 798 - Essentials of Scholarly Writing
- NS 803 - Health Care Delivery Systems and Managed Care

NS 808 - Nursing Law and Ethics

This course provides various ethical frameworks and an overview of the U.S. legal system, as a basis for analyzing health care issues affecting health care institutions, individual patients throughout their life spans, and health care providers. Students will locate and identify primary legal resources related to nursing in order to answer specific legal questions related to their individuals nursing practices. Overall legal-ethical issues common to health care administration, expanded practice nursing, and health care education are reviewed. Selected complex health care ethical dilemmas, such as right to life, right to die, and health care allocation are examined. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Prerequisites:

- GR 798 - Essentials of Scholarly Writing
- NS 807 - Theories and Concepts of Advanced Practice Roles

NS 812 - Research Design and Methods

This course will examine the relationships among nursing theory, research and practice. An emphasis is placed on research competencies for the master's prepared professional nurse. The student will demonstrate knowledge of the research process, development of a researchable question, basic research designs, and research methodologies for the development of a research proposal applicable to nursing practice.

Semester hours: 3

Prerequisites:

- GR 847 - Applied Statistics
- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing
- NS 807 - Theories and Concepts of Advanced Practice Roles

Restrictions and Notes:

- Prerequisites in addition to 3 credit hours of specialty courses.

NS 813 - Research Design and Methods II

This course provides an opportunity for the MSN student to continue enhancing his or her ability to design a research study within the context of his or her future advanced practice role (e.g., nurse educator, nurse practitioner, or nurse manager/executive). The student will demonstrate knowledge of the research process by designing an ethical study, including a plan for recruiting participants, data collection procedures, and data analysis.

Semester hours: 2

Prerequisites:

- NS 812 - Research Design and Methods

Restrictions and Notes:

- Student is required to complete NS 813 directly after NS 812.

NS 822 - Curriculum Development for the Nurse Educator

The focus of this course is curriculum development for the nurse educator in higher education, patient education or staff development. Emphasis is placed on the historical background of higher education, philosophical foundations of curriculum, curriculum development, and curriculum designs/models. The impact technological advances along with global issues, regulation, accreditation, and program accountability has on curriculum development are explored. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Prerequisites:

- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing

Restrictions and Notes:

- Preferably prerequisite of NS 806. NS 823 may be taken concurrently.

NS 823 - Evaluation Strategies for the Nurse Educator

This course focuses on the process and current issues related to evaluation in nursing education. Evaluation models and concepts related to the measurement of program outcomes and levels, along with course and classroom competencies are explored. Additionally, the theories of testing and measurement and a variety of evaluation and assessment instruments are reviewed or developed. Legal and ethical issues related to student admission, progression, and evaluation in nursing programs are discussed.

Semester hours: 3

Prerequisites:

- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing

Restrictions and Notes:

- Preferably prerequisite of NS 806. NS 822 may be taken concurrently.

NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators

This course will provide the application of comprehensive health assessment techniques, pathophysiological changes and pharmacological needs of clients across the lifespan using a case study approach. Application of evidence-based studies related to safe, client-centered care will be explored. Application of teaching strategies to concepts presented will be discussed.

Semester hours: 3

Prerequisites:

- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing

Restrictions and Notes:

- Preferably prerequisite of NS 806, NS 822 and NS 823. NS 827 may be taken concurrently.

NS 827 - Teaching and Learning Strategies for the Nurse Educator

This course focuses on the development and implementation of teaching-learning strategies that engage students in the classroom, clinical and skills lab. The theoretical foundations of teaching and learning, methods for instructional planning, sequencing and organizing instruction, and utilization of evolving technological strategies are emphasized. Evidence-based teaching strategies for educators are examined that promote student engagement to provide safe, client-centered care.

Semester hours: 3

Prerequisites:

- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing

Restrictions and Notes:

- Preferably prerequisite of NS 806, NS 822 and NS 823. NS 826 may be taken concurrently.

NS 830 - Advanced Physical Assessment

This course examines competencies in history taking and performing comprehensive health assessments and advanced physical examinations of individuals and families of all ages in primary care. The concept of the differential diagnosis is explored, as well as beginning to incorporate that in clinical decision-making utilizing evidence-based practice. Utilization of diagnostic reasoning strategies will be learned as well as the principles of teaching/learning, family assessment to include the geriatric patient, cost analysis, and cultural and spiritual beliefs are integrated in the development of

evidence-based practice plans of care. The concept of caring and how it plays a part in evidence-based practice will be woven throughout the course. The course will also examine the use of informatics, how it relates to learning, and how it is used to manage and negotiate healthcare delivery systems when part of the interdisciplinary team. The course will integrate the principles of learning how to advocate for professional behavior that advances the profession and improves health outcomes.

Semester hours: 3

Prerequisites:

- NS 803 - Health Care Delivery Systems and Managed Care
- NS 805 - Application and Evaluation of Theory in Nursing
- NS 838 - Advanced Pathophysiology

Co-requisites:

- NS 836 - Pharmacology for Practitioners

Restrictions and Notes:

- Clinical hours: 50
- Note: Requires preceptor and clinical site approval prior to registration. A Graduate Weekend is associated with this course.

NS 831 - Primary Care of the Adult-Gerontology Client

This course provides the student with a framework for adult-gerontology primary care nursing practice. The dynamic of aging and its effects on older adults and their health will be presented. Content focuses on the geriatric assessment, differential diagnoses, and data analysis of acute and chronic conditions. Common clinical issues experienced by geriatric clients and the effect on their well-being will be explored. Advanced planning for end of life issues will be discussed. Current practices, teaching-learning strategies and evidenced-based finding will support the implementation of interdisciplinary healthcare management of the adult-gerontology client.

Semester hours: 3

Prerequisites:

- NS 832 - Primary Health Care I

Restrictions and Notes:

- Clinical hours: 160
- Note: Requires preceptor and clinical site approval prior to registration.

NS 832 - Primary Health Care I

This course examines the management of common health problems for adults in primary care. A conceptual framework for the primary care nurse practitioner's clinical

practice is explored. The course addresses the concepts of primary care health promotion and maintenance, illness prevention, differentiation of clinical patterns, and clinical decision-making. Refinement of diagnostic reasoning strategies will be the focus. Principles of teaching/learning, family assessment to include the geriatric client, cost analysis, and cultural beliefs are integrated in the development of evidence-based practice plans of care. The concept of caring and its role in evidence-based practice will be woven throughout the course. The course will examine the use of informatics in relation to negotiating and managing healthcare delivery systems as members of an interdisciplinary team. The course will integrate advocating professional behavior that advances the profession and improves health outcomes.

Semester hours: 3

Prerequisites:

- NS 830 - Advanced Physical Assessment
- NS 836 - Pharmacology for Practitioners
- NS 838 - Advanced Pathophysiology

Restrictions and Notes:

- Clinical hours: 120
- Note: Requires preceptor and clinical site approval prior to registration.

NS 833 - Foundations of Adult-Gerontologic Healthcare

This course provides the student with a foundation for care of the adolescent through geriatric populations and their families. Topics include the dynamics of aging and its effects on the adult-gerontologic population and the underlying mechanisms of health conditions. The students explore acute and chronic health issues, their impact on ADLs and advance planning for end of life care. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course, including strategies to support collaborative interdisciplinary healthcare management.

Semester hours: 2

Prerequisites:

- NS 838 - Advanced Pathophysiology

NS 834 - Advanced Nutrition

A course which emphasizes the essential components of nutrition including nutrition's role in disease treatment and prevention, nutrition in the clinical setting, including the nurse practitioner's role in nutrition and general nutrition for healthy living. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

Prerequisites:

- NS 830 - Advanced Physical Assessment

NS 835 - Foundations of Psychiatric-Mental Health

Using a theoretical approach, this foundational course provides learners with a basic understanding of the fundamental neurological concepts of common psychiatric-mental health conditions. Nurse practitioner students will have the opportunity to explore psychiatric-mental health concepts and health management strategies for diverse populations across the life span. The students will also have the opportunity to explore the neuroscience related to identifying appropriate evidence-based psychopharmacological treatment modalities.

Semester hours: 2

Prerequisites:

- NS 830 - Advanced Physical Assessment

NS 836 - Pharmacology for Practitioners

This course will build upon information learned during undergraduate nursing pharmacology courses and refined in practice. Students will review where, why, and how various classes of drugs exert their therapeutic effects (pharmacodynamics). Pharmacokinetic concepts (i.e., the actions of the body on a drug) will also be reviewed. More importantly, advanced practice students will learn to integrate the clinical application of medications in practice to assume the prescriber role of advanced practice. Through the integration of pharmacokinetics and pharmacodynamics, students will gain an understanding of the predictable nature of the therapeutic actions, correlation of pathophysiology and diagnosis to safely prescribe (pharmacotherapeutic intervention) the appropriate medication across the life span.

Semester hours: 3

Prerequisites:

- NS 838 - Advanced Pathophysiology

NS 838 - Advanced Pathophysiology

This course reviews basic normal human biology, anatomy, and physiology. The student will learn how the body is damaged by and responds to physical injury and various diseases at the cellular and organ levels. This knowledge will be extended into the recognition of disease processes and the rationale for disease treatment.

Semester hours: 3

Prerequisites:

- GR 798 - Essentials of Scholarly Writing
- NS 807 - Theories and Concepts of Advanced Practice Roles

NS 840 - Primary Care of Children and Adolescent

This course focuses on the management of the common health problems of individuals from birth to adolescence. The course integrates the concepts of primary health care promotion and maintenance, illness prevention, differentiation of clinical patterns, and clinical decision-making. Planning and evaluating care relative to the pediatric client will be emphasized.

Semester hours: 3

Prerequisites:

- NS 832 - Primary Health Care I

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160.

NS 842 - Primary Care of Women

This course examines management of common physical and psychological health issues facing women. Through the use of evidence-based practice as well as teamwork and collaboration, diagnostic reasoning strategies will be developed. Principles of client-centered care, safety, quality improvement, cost analysis, and cultural beliefs are integrated in the development of care strategies. The concept of caring and how it plays a part in evidence-based practice is woven throughout the course.

Semester hours: 3

Prerequisites:

- NS 832 - Primary Health Care I

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160

NS 844 - Primary Health Care II

This course examines the management of adult clients with complex/chronic health problems in primary care settings, with special attention given to the geriatric client and clients with emergency issues. A conceptual framework for the primary care nurse practitioner's clinical practice is explored. The course addresses the levels of health promotion, differentiation of clinical patterns, and clinical decision-making. Refinement of diagnostic reasoning strategies will be emphasized. Principles of teaching/learning, family assessment to include the geriatric client, cost analysis, and cultural and spiritual beliefs are integrated in the development of evidence-based practice plans of care. The concept of caring and its role in evidence-based practice will be woven throughout the course. The course will also examine the use of informatics that relates to management

and negotiation of interdisciplinary healthcare delivery systems. The course will integrate the principles of professional advocacy to improve health outcomes.

Semester hours: 3

Prerequisites:

- NS 840 - Primary Care of Children and Adolescent
- NS 842 - Primary Care of Women

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160.

NS 852 - Family Nurse Practitioner Transition to Practice

This course incorporates strategies to prepare the family nurse practitioner student for practice transition. Much of the content will focus on board certification preparation with test-taking strategies to assist the family nurse practitioner student to assess their current level of knowledge based on the blueprint of the certification exam(s). Each student will have the opportunity to systematically review content covered on the certification exams(s), as well as make an individualized plan for preparing for the exam(s), by meeting established benchmarks throughout the course. The comprehensive review of content will follow the test blueprint for the certification exam(s) and review questions that mirror the format of the certification exam(s). At the end of the semester, the student will have created a self-study plan to assist in preparation of the certification exam(s). Additional content examines professional preparation concepts for the nurse practitioner to engage in practice.

Semester hours: 2

Prerequisites:

- NS 840 - Primary Care of Children and Adolescent
- NS 842 - Primary Care of Women

Co-requisites:

- NS 844 - Primary Health Care II

NS 853 - Adult Gerontology Primary Care Nurse Practitioner Transition to Practice

This course incorporates strategies to prepare the adult-gerontology primary care nurse practitioner student for practice transition. Much of the content will focus on board certification preparation with test-taking strategies to assist the adult-gerontology primary care nurse practitioner student to assess their current level of knowledge based on the blueprint of the certification exam(s). Each student will have the opportunity to systematically review content covered on the certification exam(s), as well as make an individualized plan for preparing for the exam(s), by meeting established benchmarks throughout the courses. The comprehensive review of content will follow the test

blueprint for the certification exam(s) and review questions that mirror the format of the certification exam(s). At the end of the semester, the student will have created a self-study plan to assist in preparation of the certification exam(s). Additional content examines professional preparation concepts for the nurse practitioner to engage in practice.

Semester hours: 2

Prerequisites:

- NS 831 - Primary Care of the Adult-Gerontology Client
- NS 842 - Primary Care of Women

Co-requisites:

- NS 844 - Primary Health Care II

NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice

This course incorporates teaching-learning strategies to prepare the adult gerontology acute care nurse practitioner student for transition to practice. The content will focus on a comprehensive review of program materials, test-taking strategies, and opportunities to identify gaps in knowledge to begin to guide the student in certification exam preparation. Each student will have the opportunity to systematically review content and develop an individualized plan for preparing for the certification exam by meeting established benchmarks throughout the course. The quizzes in the course consist of questions that mirror the format of questions on the certification exam which further enables the student to tailor their plan of study to specific topics. At the end of the semester, the student will have created a self-study plan to support preparation for the certification exam. Additionally, the students will explore content related to preparation for professional adult gerontology acute care nurse practitioner practice.

Semester hours: 2

Prerequisites:

- NS 863 - Complex Acute Care Concepts
- NS 864 - Advanced Acute Care Concepts

Co-requisites:

- NS 864 - Advanced Acute Care Concepts

NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner

This course builds on prior pharmacology course work, focusing on advanced concepts in psychopharmacology related to the clinical management of psychiatric-mental health conditions. The course emphasizes the physiological and neurobiological roots of psychiatric-mental health conditions, and the pharmacodynamic and pharmacokinetic principles of medications used in the treatment of clients across the lifespan with psychiatric-mental health conditions. Pharmacologic content includes, but is not

limited to the mechanism of action, indications for use, dosing, side effects, drug-drug interactions, contraindications and patient education of psychotropic interventions.

Semester hours: 2

Restrictions and Notes:

- Prerequisites: NS 830 - Advanced Physical Assessment or NS 836 - Pharmacology for Practitioners

NS 856 - Introduction to Psychiatric Mental Health Concepts

This introductory course acquaints the learner with holistic and interdisciplinary healthcare management strategies for care of diverse psychiatric-mental health populations across the lifespan. The focus of this first of four courses is on the acquisition of clinical competencies pertaining to the assessment of diverse clients with psychiatric-mental health issues (e.g., patient health data analysis, the formulation of differential diagnoses). Students will employ this fundamental content to identifying appropriate collaborative healthcare management strategies for the psychiatric-mental health clients across the lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- NS 830 - Advanced Physical Assessment

Co-requisites:

- NS 855 - Pharmacology for Psychiatric Mental Health Nurse Practitioner

Restrictions and Notes:

- Clinical Hours: 120
- Note: Requires preceptor & clinical site approval prior to registration.

NS 857 - Application of Psychiatric Mental Health Concepts

This second of four courses increases the learner's development of holistic and interdisciplinary health care management strategies for diverse psychiatric-mental health populations across the lifespan. The learner will build on the knowledge and skills acquired in the introductory course(s) by caring for diverse clients across the lifespan who present a more complex psychiatric-mental health problem than seen in the previous course. The focus of this second course will be the application of knowledge and skills (e.g., patient health data analysis, the formulation of differential diagnoses) to the assessment and treatment of diverse clients across the lifespan who have psychiatric-mental health issues. Students will apply the fundamental content they have explored to developing more complex collaborative healthcare management strategies and treatment plans for diverse psychiatric-mental health clients across the

lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- [NS 856](#) - Introduction to Psychiatric Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 858 - Complex Psychiatric Mental Health Concepts

In this third of four courses, the learner's experience will further refine his or her ability to employ holistic and interdisciplinary health care management strategies to manage the healthcare of care of diverse psychiatric-mental health populations across the lifespan. Using the experience obtained in the first two courses, the learner will expand his or her ability to apply competencies pertaining to the assessment and collaborative treatment of diverse psychiatric-mental health populations across the lifespan by forming increasingly complex differential diagnoses through the analysis of patient health data. Students will apply the content of previous courses to generate collaborative healthcare management strategies for diverse psychiatric-mental health clients across the lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- [NS 857](#) - Application of Psychiatric Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 859 - Advanced Psychiatric Mental Health Concepts

This final course affords the learner the opportunity to demonstrate professional growth by translating previous course work and clinical experience into increasingly autonomous advanced nursing practice in the psychiatric-mental health setting. The learner will exhibit proficiency in managing the care of increasingly complex psychiatric-mental health clients across the lifespan who have multi-focal health issues. By engaging in insightful analysis of assessment and patient health data, and by formulating differential diagnoses, the learner will conceive holistic and interdisciplinary health care management treatment or therapeutic strategies to manage the multi-focal

psychiatric-mental health problems of diverse clients across the lifespan. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- NS 858 - Complex Psychiatric Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 860 - Psychiatric Mental Health Nurse Practitioner Transition to Practice

This course incorporates teaching-learning strategies to prepare the psychiatric-mental health nurse practitioner student for transition to practice. The content will focus on a comprehensive review of program materials, test-taking strategies, and opportunities to identify gaps in knowledge to begin to guide the student in certification exam preparation. Each student will have the opportunity to systematically review content and develop an individualized plan for preparing for the certification exam by meeting established benchmarks throughout the course. The quizzes in the course consist of questions that mirror the format of questions on the certification exam which further enables the student to tailor their plan of study to specific topics. At the end of the semester, the student will have created a self-study plan to support preparation for the certification exam. Additionally, the students will explore content related to preparation for professional psychiatric-mental health nurse practitioner practice.

Semester hours: 2

Prerequisites:

- NS 859 - Advanced Psychiatric Mental Health Concepts

Co-requisites:

- NS 859 - Advanced Psychiatric Mental Health Concepts

NS 861 - Introduction to Acute Care Concepts

This introductory course acquaints the learner with holistic and interdisciplinary healthcare management strategies for care of the adolescent, adult, and geriatric populations and their families in acute and/or critical care settings. The focus of this first of four courses is on the acquisition of clinical competencies pertaining to the assessment of the acute or critically-ill adolescent, adult, and geriatric populations (e.g., patient health data analysis, the formulation of differential diagnoses. Emphasis in this course may include the care of patients admitted for short stays (e.g., 24 hours) on sub-acute or acute care units. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- [NS 830](#) - Advanced Physical Assessment

Restrictions and Notes:

- Clinical Hours: 120
- Note: Requires preceptor & clinical site approval prior to registration.

NS 862 - Applying Acute Care Concepts

This second of four courses increases the learner's development of holistic and interdisciplinary health care management strategies for care of adolescent, adult, and geriatric populations and their families in acute and critical care settings. The learner will build on the knowledge and skills acquired in the introductory course by caring for adolescent, adult, and geriatric populations who present a more complex acute or critical care problem than those seen in the previous course. The learner will form differential diagnoses using the patient's healthcare data, as well as observation, to collaboratively determine treatment or therapeutic modalities of these acutely ill or critically ill patients. Emphasis in this course may include the care of patients in acute inpatient units (e.g., medical-surgical). Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course

Semester hours: 3

Prerequisites:

- [NS 861](#) - Introduction to Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 863 - Complex Acute Care Concepts

In this third of four courses, the learner's experience will further refine his or her ability to employ holistic and interdisciplinary health care management strategies to manage the healthcare of care of adolescent, adult, and geriatric populations and their families in acute and critical care settings. Using the experience obtained in the first two courses, the learner will expand his or her ability to apply competencies pertaining to the assessment of acutely or critically ill adolescent, adult, and geriatric populations by forming increasingly complex differential diagnoses through the analysis of patient health data. Emphasis in this course may include the care of patients in acute care units (e.g., step-down units), or urgent care facilities. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- NS 862 - Applying Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 864 - Advanced Acute Care Concepts

This final course affords the learner the opportunity to demonstrate professional growth by translating previous course work and clinical experience into increasingly autonomous advanced nursing practice. The learner will exhibit proficiency in managing the care of increasingly complex adolescent, adult, and geriatric patients with multi-focal health issues and their families in acute and critical care settings. By engaging in insightful analysis of assessment and patient health data, and by formulating differential diagnoses, the learner will conceive holistic and interdisciplinary health care management treatment or therapeutic strategies to manage the multi-focal acute or critical health problems of the adolescent, adult, and geriatric populations in the clinical setting. Emphasis in this course may include the care of patients in critical care units (e.g., intensive care units), or emergency and trauma departments. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

Semester hours: 3

Prerequisites:

- NS 863 - Complex Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

NS 890 - Nurse Educator Transition to Practice

The purpose of this seminar course is for the nurse educator track students to explore topics related to the practice of the novice nurse educator in the academic and/or clinical settings. The topics covered will include, but are not limited to: socialization to the educator role, facilitation of interdisciplinary collaboration in a variety of learning environments, incorporate assessment and evaluation strategies, and explore the use of technology to foster learning.

Semester hours: 2

Prerequisites:

- NS 822 - Curriculum Development for the Nurse Educator
- NS 823 - Evaluation Strategies for the Nurse Educator

- NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- NS 827 - Teaching and Learning Strategies for the Nurse Educator

Co-requisites:

- NS 894 - Nursing Education Practicum

NS 894 - Nursing Education Practicum

This course contains an advanced application of nursing education principles and theories within a school of nursing, patient teaching, or staff development setting. Students are expected to incorporate knowledge gained throughout the education major. The concept of caring and how it plays a part in the design, implementation, and evaluation of a program of study and the students will be emphasized.

Semester hours: 3

Prerequisites:

- NS 813 - Research Design and Methods II
- NS 822 - Curriculum Development for the Nurse Educator
- NS 823 - Evaluation Strategies for the Nurse Educator
- NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- NS 827 - Teaching and Learning Strategies for the Nurse Educator

Co-requisites:

- NS 890 - Nurse Educator Transition to Practice

Restrictions and Notes:

- 135 Practicum Hours

NS 898 - Nursing Health Care Leadership Practicum

This course offers the student the opportunity to demonstrate advanced leadership/ management skills in a selected health care system. Students are expected to incorporate knowledge gained throughout the health care leadership major. The course also promotes the utilization of advance theoretical knowledge in new and existing situation within the practice setting. Earning outcomes stress creative leadership behaviors.

Semester hours: 3

Prerequisites:

- MB 800 - Ethics in Leadership
- MB 808 - Health Care Leadership
- MB 826 - Healthcare Strategic Management

- MB 828 - Financial Management in Healthcare
- MB 833 - Healthcare Quality and risk Management
- MB 836 - Health Care Project Management
- NS 813 - Research Design and Methods II

Restrictions and Notes:

- Prerequisite: MB 837 or MB 846
- 135 Practicum Hours

Doctoral Nursing Courses

DNP 915 - Outcomes of Health Care in a Global Society

The course examines the behavioral, cultural, and social determinants of health and its implications within a global society. Population health disparities, inequities, inequalities, and vulnerabilities are addressed. Emphasis is placed on education to integrate health care with social supports and services for the improvement of a population's health through health care policy, advancement of health equity, and reduction of health care spending. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

DNP 916 - Health Care Informatics and Data Analytics

The increasing role that technology plays in health care and the adoption of electronic health records require clinical practitioners and leaders to have the necessary knowledge and skills to work effectively in a data-rich environment. Designed from a clinical perspective, the course will cover concepts of health informatics and related technology utilized in a healthcare setting. Additionally, the course is designed to prepare students with the skills and knowledge in healthcare analytics as well as tools to perform data analysis. The knowledge and skills gained from the course will support clinical practitioners and leaders to improve the quality of health care, clinical outcomes, patient safety, patient satisfaction, and evidence-based practices

Semester hours: 3

DNP 918 - Organizational Systems and Behaviors

To develop organizational leadership skills, this course will explore organizational systems and organizational behaviors to encourage macro and micro vantage points when facing organizational challenges and changes. Students will also consider the relationship of environment and technology to organizational structure. Strategies to promote systematic analysis of an organization will be studied alongside theories and models that investigate the behaviors of, and influencers of behavior on, both individuals and groups within an organization.

Semester hours: 2

DNP 919 - Healthcare Policy and Law

This course will prepare the student to design, influence, and implement health care policies that frame ethical health care practice/education through financing, regulation, access, safety, quality, and advocacy. The student will investigate health care policies that address issues of social justice and equity in health care. The student will apply two additional skill sets: the ability to analyze the policy process and the ability to engage in politically competent action. The student will engage proactively in the development and implementation of health policy at various levels, including institutional, local, state, regional, federal, and international levels. Students will demonstrate the essential competencies to assume a leadership role in the development of ethical health policy by contrasting the major contextual factors and policy triggers that influence health policy-making at the various levels.

Semester hours: 3

DNP 924 - Entrepreneurship

This course will explore concepts and principles of entrepreneurship. Students will explore opportunities and learn how creativity, innovation, and visionary thinking can build a successful business. The skills of critical thinking, strategic planning, and assessing risk will be applied. The student will use principles of leadership, systems thinking, finance, and interprofessional collaboration to build a business plan.

Semester hours: 2

Prerequisites:

- DNP 945 - Health Care Economics and Financial Management

DNP 925 - Grant Writing

This course will discuss the ideologies and techniques of effective grant writing, culminating in the creation of a competitive grant proposal.

Semester hours: 2

DNP 926 - Program Planning and Evaluation

This course focuses on an interdisciplinary approach to apply theory and advanced practice nursing expertise to effectively evaluate programs for populations and healthcare systems. The collection of data through an in depth needs assessment will be explored. Methods in monitoring the impacts, efficiency, cost, outputs, and outcomes of program implementation to promote optimal health and social justice will be explored

Semester hours: 2

DNP 932 - Leadership

This course focuses on leadership principles, strategies, concepts, and theories applicable to the role and practice of DNPs to lead in complex health care delivery

systems, to provide insight into various attributes that are valuable in leadership roles, enhance their practices as leaders to create innovative and collaborative solutions to successfully influence organizational effectiveness, change, interprofessional teams, and workplace climates in dynamic health systems based on scientific findings to improve the quality of care delivery and outcomes.

Semester hours: 3

DNP 944 - Biostatistics/Epidemiology

This course provides an overview of the statistical techniques used in healthcare research. The role of epidemiology and statistics in advanced nursing practice will be explored. The course emphasizes the application of statistical concepts used to analyze and apply Evidence Based Practice using biostatistical data as a foundation to examine patterns of illness or injury in an identified population. Statistical topics, such as, hypothesis testing, multiple regression, non-parametric tests and survival analysis will be covered. Epidemiological methods will be explored with focus on the related implications to the implementation and evaluation of policy, healthcare programs, and healthcare delivery systems.

Semester hours: 2

Prerequisites:

- [GR 847](#) - Applied Statistics

DNP 945 - Health Care Economics and Financial Management

This course has been designed to explore selected topics in healthcare economics and financial management. Major topics include the economics of health care, resource allocations, cost analysis, pricing decision, profit analysis, budgeting, business financing, and capital investment. In this course, students will be exposed to Excel and its vast array of functions, which will enhance students' familiarity and competency in the use of technology for financial management in the digital age.

Semester hours: 3

DNP 948 - Evidence-Based Practice

A foundation of evidence-based (EBP) is presented utilizing research supported strategies to implement EBP findings in real world settings. The nature of inquiry and evaluating designs, methods, and measurements of evidence will be explored. The process of generating and evaluating outcomes will be emphasized.

Semester hours: 3

Prerequisites:

- [GR 847](#) - Applied Statistics

DNP 960 - DNP Scholarly Project I

The DNP Scholarly Project is an integrative practice experience resulting in a final written document, providing evidence of scholarship. The DNP Scholarly Project demonstrates the synthesis of concepts learned throughout the DNP program such as information literacy, the business of healthcare, theory application, and standards of practice while providing the foundation for future scholarship. Essential to any DNP Project is the use of evidence to improve practice, processes and outcomes. DNP Project I is the first of three courses culminating in the DNP Scholarly Project. After identifying a significant practice problem within the advanced practice specialty, the student will conduct a systematic review and synthesis of the literature related to their topic. An Executive Proposal will be written and submitted to their Committee and relevant clinical site personnel.

Semester hours: 2

Prerequisites:

- [DNP 948](#) - Evidence-Based Practice

DNP 961 - DNP Scholarly Project II

The DNP Scholarly Project is an integrative practice experience resulting in a final written document, providing evidence of scholarship. The DNP Scholarly Project demonstrates the synthesis of concepts learned throughout the DNP program such as information literacy, the business of healthcare, theory application, and standards of practice while providing the foundation for future scholarship. Essential to any DNP Project is the use of evidence to improve practice, processes and outcomes. DNP Scholarly Project II is the second of three courses culminating in the DNP Scholarly Project. The student will complete any required IRB processes. The student will lead implementation of the project while collaborating and communicating effectively with relevant clinical site personnel. Data are then analyzed by the student.

Semester hours: 2

Prerequisites:

- [DNP 960](#) - DNP Scholarly Project I

DNP 962 - DNP Scholarly Project III

The DNP Scholarly Project is an integrative practice experience resulting in a final written document and oral dissemination, providing evidence of scholarship. The DNP Scholarly Project demonstrates the synthesis of concepts learned throughout the DNP program such as information literacy, the business of healthcare, theory application, and standards of practice while providing the foundation for future scholarship. Essential to any DNP Project is the use of evidence to improve practice, processes and outcomes. DNP Scholarly Project III is the third of three courses culminating in the DNP Scholarly Project. The student will complete the project including the results, conclusions, and recommendations for future practice. The student will write a final manuscript and

disseminate the findings to relevant clinical site personnel. Further dissemination may occur, as appropriate. The student will complete the DNP e-portfolio and submit to their Committee Chairperson.

Semester hours: 2

Prerequisites:

- [DNP 961](#) - DNP Scholarly Project II

DNP 963 - DNP Scholarly Project IV

The DNP Scholarly Project is an integrative practice experience resulting in a final written document and oral dissemination, providing evidence of scholarship. The DNP Scholarly Project demonstrates the synthesis of concepts learned throughout the DNP program such as information literacy, the business of healthcare, theory application, and standards of practice while providing the foundation for future scholarship. Essential to any DNP Project is the use of evidence to improve practice, processes and outcomes. DNP Scholarly Project IV is available for students who need additional time to complete the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- [DNP 962](#) - DNP Scholarly Project III

DNP 964 - DNP Scholarly Project V

The DNP Scholarly Project is an integrative practice experience resulting in a final written document and oral dissemination, providing evidence of scholarship. The DNP Scholarly Project demonstrates the synthesis of concepts learned throughout the DNP program such as information literacy, the business of healthcare, theory application, and standards of practice while providing the foundation for future scholarship. Essential to any DNP Project is the use of evidence to improve practice, processes and outcomes. DNP Scholarly Project V is available for students who need additional time to complete the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- [DNP 963](#) - DNP Scholarly Project IV

Physical Therapist Assistant

Director of Physical Therapist Assistant
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Mission

The Physical Therapist Assistant (PTA) program at Clarkson College utilizes high quality, well-integrated, contemporary curricula to prepare students to deliver professional, ethical, competent and compassionate health care.

Program Description

The Physical Therapist Assistant program at Clarkson College is designed to give students a diverse educational experience rich in both basic and applied sciences. Students of the program are prepared to work under the supervision of a licensed physical therapist and are expected to demonstrate clinical competence, good ethical judgment and compassion in the treatment of patients. The Physical Therapist Assistant program provides an optimal learning environment for preparing students to deliver quality health care in a variety of clinical settings. The program offers a broad educational experience that enables students to apply theoretical learning to clinical practice. Students develop the necessary clinical problem solving and professional skills needed to becoming an integral member of the health care team. Graduates are expected to adhere to all professional and ethical standards set forth by the American Physical Therapy Association (APTA). The program prepares students to help people improve their quality of life, which is consistent with the College mission.

Philosophy

Physical Therapy (PT) is a healing profession. It focuses on the restoration of function, the promotion of physical wellness and a commitment to service to others. Physical therapist assistants are individuals who play an integral role as part of the health care team by assisting the physical therapist in patient care. Involvement with patient care in PT requires an educated individual who demonstrates compassion of others and who places a strong moral value on human life. Physical therapist assistants are influential professionals who advance the field of PT through life long learning as clinic administrators, faculty members, clinical instructors, clinicians and by participating in professional organizations at the state and national levels. They are educationally and technically trained health care professionals concerned with improving the well-being of all, and they are empowered to make a positive difference.

Program Outcomes

Graduates of the PTA program will:

- Work within the legal guidelines and professional standards for the physical therapist assistant in the delivery of high quality health care under the supervision of a licensed physical therapist.
- Implement treatment plans and PT interventions under the supervision of a physical therapist.
- Show sensitivity to cultural, ethnic, gender and lifestyle differences.

- Possess the ability to effectively translate theory into practice in order to meet the demands of a dynamic health care system.
- Contribute to the advancement of the profession by participating in research, teaching, continuing education and serving on professional organizations.
- Exhibit good moral and ethical judgment in health care practice and uphold confidentiality of all persons at all times.

PTA in the Profession

Physical therapist assistants are an integral part of the health care team and provide skilled services to individuals across the lifespan. Physical therapist assistants work in a variety of settings, including hospitals, outpatient clinics, nursing homes, neurological rehabilitation facilities, educational settings and wellness facilities. Under the direction of a Physical Therapist, physical therapist assistants implement numerous interventions, including exercise prescription, therapeutic modalities and mobility training. Whether the patient's goal is to resume function after an illness or injury or to improve their physical fitness, physical therapist assistants have the skills to help people achieve functional independence and improve quality of life.

Admissions Policies

Students must meet the criteria for entrance into the College prior to application into either the Traditional or Transfer PTA program options. For information about entrance requirements, refer to the Admissions section. Because class sizes are limited, additional criteria are used to determine admission into the PTA program. Complete details regarding the policies and procedures about admission are available from the Admissions office, the Director of the Physical Therapist Assistant program or on the website in the Admissions section.

Program requires Health and Safety – [View Health and Safety Information](#)

Associate of Science in Physical Therapist Assistant

Director of Physical Therapist Assistant
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Introduction

The Associate of Science in Physical Therapist Assistant (PTA) degree program prepares students to carry out customized rehabilitative care plans tailored to their patients' individual needs. The program offers a [traditional track](#) for first-time college students and a [transfer option](#) for individuals who have an associate's degree or higher or have earned at least 35 credit hours from an accredited college or university. Successful completion of the PTA Program leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapist Assistant Examination

(NPTE). After graduating with an AS PTA degree, students may advance their degree with the Dual Associate and Bachelor of Science in PTA program to further enhance their skills in the profession and increase career opportunities.

The Physical Therapist Assistant (PTA) Traditional 24-month program option requirements are listed below.

Program Specific Competency Goals

Upon completion of the Associate of Science degree in Physical Therapist Assistant, graduates will:

- Work within the legal guidelines and professional standards for the physical therapist assistant in the delivery of high quality health care under the direction and supervision of a licensed physical therapist. **(Professionalism)****
- Implement treatment plans and PT interventions under the direction and supervision of a physical therapist. **(Technology)****
- Show sensitivity to cultural, ethnic, gender and lifestyle differences. **(Diversity)****
- Possess the ability to effectively translate theory into practice in order to meet the demands of a dynamic health care system. **(Critical Thinking)****
- Contribute to the advancement of the profession by participating in research, teaching, continuing education and serving on professional organizations. **(Professionalism)****
- Exhibit good moral and ethical judgment in health care practice and uphold confidentiality of all persons at all times. **(Communication)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Curriculum Requirements

In order to complete an Associate of Science degree in PTA degree at Clarkson College, students must successfully complete a total of 74 semester hours. Students are required to attend year-round, with all PTA courses completed in the sequence, as shown in the sample curriculum. The semester hours must be distributed as follows:

- **Clarkson College Core Courses = 9 semester hours**
- **General Education = 18 semester hours** (eight semester hours of the General Education hours includes the support courses of Anatomy and Physiology)
- **PTA Major Courses = 47 semester hours**

Program requires Health and Safety – [View Health and Safety Information](#)

Health Care Core Courses: nine semester hours

Core Curriculum Courses may be taken anytime during this program or prior to entering the PTA four-semester program option. These courses must be taken at Clarkson College.

Course	Semester Hours
◊ Intercultural Communication Health Care Core - IC 200 Developing Cultural Competence OR IC 250 Advancing Cultural Competence	3
Humanities Health Care Core - HU 200 A Cultural History of the Healing Arts OR HU 205 The History of Science, Technology and Medicine OR HU 210 American Social Movements OR HU 215 Academic Travel Abroad Humanities	3
Ethics, Empathy, and Advocacy Health Care Core - EA 200 Biomedical Ethics in Health Care OR EA 205 Death and Dying OR EA 210 American Poverty and Health Care OR EA 215 Abnormal Psychology	3

Total 9

Curriculum Plan

The following curriculum plan for an Associate of Science in Physical Therapist Assistant degree has been provided to guide students in preparing a degree plan. Students should seek the advice of a PTA advisor to customize a degree. All semester hours of PTA major courses must be completed at Clarkson College. In addition, once a student enrolls at Clarkson College all general education coursework must be completed at the College.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

PTA Required Courses Traditional Program (24-month option)

First Year

First Semester

Courses	Semester Hours
BI 211 - Human Anatomy - Lecture and Lab	4
EN 101 - English Composition I	3
PTA 106 - Introduction to Physical Therapy	2
GEN 105 - Medical Terminology	1
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	13

Second Semester

Courses	Semester Hours
BI 213 - Human Physiology - Lecture and Lab	4
IC HU EA - Health Care Core Course	3
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
PTA 107 - Documentation for the Physical Therapist Assistant	2
Total Semester Hours	15

Third Semester

Courses	Semester Hours
PTA 122 - Therapeutic Modalities	3

Courses	Semester Hours
[PTA 125 - Clinical Practicum I](#)	1
[PY 101 - Introduction to Psychology](#)	3
[IC HU EA - Health Care Core Course](#)	3
Total Semester Hours	10

Second Year

First Semester

Courses	Semester Hours
[MA 130 - College Algebra](#)	3
[PTA 205 - Pathophysiology](#)	3
[PTA 222 - Therapeutic Interventions](#)	3
[PTA 215 - Therapeutic Exercise II](#)	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
[IC HU EA - Health Care Core Course](#)	3
◊ [PTA 213 - Professional Leadership Seminar](#)	1
[PTA 220 - Clinical Practicum II](#)	3
[PTA 230 - Advanced Procedures](#)	3
[PTA 235 - Therapeutic Exercise III](#)	3
Total Semester Hours	13

Third Semester

Courses	Semester Hours
[PTA 240 - Clinical Practicum III](#)	5
[PTA 245 - Clinical Practicum IV](#)	6

Courses	Semester Hours
Total Semester Hours	11

Total Semester Hours - 74

Bachelor of Science in Physical Therapist Assistant

Director of Physical Therapist Assistant
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Introduction

The Bachelor of Science in Physical Therapist Assistant (PTA) is designed to prepare graduates for advanced practice in physical therapy interventions and leadership opportunities within the profession. Designed as a degree completion program, PTA graduates can advance their Associate degree to a Bachelor degree with specific, focused content for the practicing PTA clinician. The program can be completed in 4 (full time) or 7 (part time) semesters.

Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Physical Therapist Assistant, graduates will:

- Implement contemporary treatment plans and technologically advanced physical therapy interventions under the direction and supervision of a physical therapist. **(Technology)****
- Display the ability to demonstrate sensitivity to cultural, ethnic, gender and lifestyle differences in patients across the lifespan. **(Diversity)****
- Creatively formulate advanced clinical judgements and effectively translate advanced clinical theory into practice in order to meet the demands of a dynamic health care system and across the patient lifespan. **(Critical Thinking)****
- Assume leadership roles in the advancement of the profession by participating one or more of the following areas: research, education, continuing education and service of a professional organization. **(Professionalism)****
- Exhibit good ethical judgment in health care practice and demonstrate effective communication with all individuals. **(Communication)****
- Demonstrate advanced clinical practice skills through implementation of evidence based practice of physical therapy. **(Critical Thinking)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Curriculum Requirements

Students must possess an Associate of Science (A.S.) or Associate of Applied Science (A.A.S) degree in PTA, and have a valid state license and employment by the beginning of the second semester. Students must successfully complete a total of 47 semester hours in the program. Students to complete in the program 4 semester (full time) or 7 semesters (part-time), students must attend courses attend year-round, with PTA courses completed in the sequence, as shown in the curriculum. Individualized curriculum plans are an option.

Program requires Health and Safety – View Health and Safety Information

Core Courses – Nine semester hours

Core curriculum courses must be taken at Clarkson College. Core courses are marked with an asterisk (*) after the course name.

Curriculum Plan

The following curriculum plan for an Bachelor of Science in Physical Therapist Assistant degree has been provided to guide students in preparing a degree plan. Students should seek the advice of a PTA advisor to customize a degree. All semester hours of PTA major courses must be completed at Clarkson College. In addition, once a student enrolls at Clarkson College all general education coursework must be completed at the College. Total Semester Hours in Program 47.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Bachelor of Science in PTA Required Courses

The following curriculum plan for an Bachelor of Science in Physical Therapist Assistant degree has been provided. Below is the lock-step Full and Part-Time outline of the program's curriculum to guide students.

View course descriptions

Bachelor of Science in PTA Required Courses - Full-Time Option

First Year

First Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
ST 310 - Statistics	3
PTA 260 - Evidence Based Practice and Ethics in Physical Therapy	3
EN 102 - English Composition II	3
PTA 150 - Clinical Leadership & Practice Integration I	1
IPE 301 - Interprofessional Education	0
Total Semester Hours	13

Second Semester

Courses	Semester Hours
HM 180 - Essentials of Pharmacology	2
PTA 335 - Advanced Musculoskeletal System Interventions	3
BU 375 - Concepts of Leadership	2
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
PTA-250 - Clinical Leadership & Practice Integration II	1
Total Semester Hours	11

Third Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
BI 122 - Nutrition Science	3
PTA 307 - Outcome Measures & Reporting for the PTA	3
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 370 - Acute to Chronic Care in Physical Therapy	3
Total Semester Hours	13

Second Year

First Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
BU 335 - Managing Healthcare Departments	3
PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan	3
◊ PTA 450 - Clinical Leadership & Practice Integration IV	1
Total Semester Hours	10

Total Semester Hours - 47

Bachelor of Science in PTA Required Courses - Part-Time Option

First Year

First Semester

Courses	Semester Hours
HU Core - Humanities	3
EN 102 - English Composition II	3
PTA 150 - Clinical Leadership & Practice Integration I	1
IPE 301 - Interprofessional Education	0
Total Semester Hours	7

Second Semester

Courses	Semester Hours
PTA 335 - Advanced Musculoskeletal System Interventions	3
BU 375 - Concepts of Leadership	2
PTA-250 - Clinical Leadership & Practice Integration II	1
Total Semester Hours	6

Third Semester

Courses	Semester Hours
PTA 307 - Outcome Measures & Reporting for the PTA	3
HU Core - Humanities	3
Total Semester Hours	6

Second Year

First Semester

Courses	Semester Hours
PTA 260 - Evidence Based Practice and Ethics in Physical Therapy	3
ST 310 - Statistics	3
Total Semester Hours	6

Second Semester

Courses	Semester Hours
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
HM 180 - Essentials of Pharmacology	2
BI 122 - Nutrition Science	3
Total Semester Hours	8

Third Semester

Courses	Semester Hours
[PTA 370 - Acute to Chronic Care in Physical Therapy](#)	3
[IC HU EA - Health Care Core Course](#)	3
[PTA 350 - Clinical Leadership & Practice Integration III](#)	1
Total Semester Hours	7

Third Year

First Semester

Courses	Semester Hours
[PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan](#)	3
[BU 335 - Managing Healthcare Departments](#)	3
◊ [PTA 450 - Clinical Leadership & Practice Integration IV](#)	1
Total Semester Hours	7

Total Semester Hours - 47

Associate of Science in Physical Therapist Assistant - Transfer Option

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Introduction

The Associate of Science in Physical Therapist Assistant (PTA) degree program prepares students to carry out customized rehabilitative care plans tailored to their patients' individual needs. The program offers a [traditional track](#) for first-time college students and a [transfer option](#) for individuals who have an associate's degree or higher or have earned at least 35 credit hours from an accredited college or university. Successful completion of the PTA Program leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapist Assistant Examination (NPTAE). After attaining licensure and becoming a practicing PTA, students can enroll in the [Bachelor of Science in PTA degree program](#) to further enhance their clinical competencies and job opportunities within the field.

The PTA Transfer (four semesters) program requires all of the same PTA coursework as the PTA Traditional program. Since students transfer general education courses to the College, the four semesters are primarily focused on PTA coursework allowing students to complete their degree in just four semesters.

PTA graduates can take their career to a new level by enrolling in the Bachelor of Science in PTA degree program. The BS PTA program will open doors for career growth through advanced clinical practice and leadership opportunities.

Program Specific Competency Goals

Upon completion of the Associate of Science degree in Physical Therapist Assistant, graduates will:

- Work within the legal guidelines and professional standards for the physical therapist assistant in the delivery of high quality health care under the direction and supervision of a licensed physical therapist. **(Professionalism)****
- Implement treatment plans and PT interventions under the direction and supervision of a physical therapist. **(Technology)****
- Show sensitivity to cultural, ethnic, gender and lifestyle differences. **(Diversity)****
- Possess the ability to effectively translate theory into practice in order to meet the demands of a dynamic health care system. **(Critical Thinking)****
- Contribute to the advancement of the profession by participating in research, teaching, continuing education and serving on professional organizations. **(Professionalism)****
- Exhibit good moral and ethical judgment in health care practice and uphold confidentiality of all persons at all times. **(Communication)****

  **Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Progression Criteria

1. Entry into the PTA four-semester option is permitted during the fall semester only.
2. The student must complete the course of study as outlined.
3. If a student does not complete a PTA course as scheduled, the student must wait and take the PTA course when it is offered again in the option sequence or transfer to the traditional PTA curriculum sequence, if allowed.
4. Students applying for this program should possesses an associate degree

or higher level degree from a regionally accredited institution of higher education; or have earned 35 or more credit hours at an accredited institution with a transfer grade of a "C" or higher. Of those credits, 18 credit hours must be within the general courses listed below.

Curriculum Requirements

In order to complete an associate of science in physical therapist assistant (PTA) degree at Clarkson College, students must successfully complete a total of 74 semester hours. Students are required to attend four semesters, with all PTA courses completed in the sequence shown in the sample curriculum. Total hours must be distributed as follows:

- **Clarkson College Core Courses = 9 semester hours**
- **General Education = 18 semester hours** (Pre-requisites listed below, must be completed prior to enrollment.) Recommended elective courses include: Abnormal Psychology, Human Biology, Human Development and Nutrition, Advanced Anatomy, or Spanish for the Health Care Professional.
- **PTA Major Courses = 47 semester hours**

Program requires Health and Safety –   [View Health and Safety Information](#)

Health Care Core Courses: nine semester hours

Core Curriculum Courses may be taken anytime during this program or prior to entering the PTA four-semester program option. These courses must be taken at Clarkson College.

Course	Semester Hours
◊ Intercultural Communication Health Care Core - IC 200 Developing Cultural Competence OR IC 250 Advancing Cultural Competence	3
Humanities Health Care Core - HU 200 A Cultural History of the Healing Arts OR HU 205 The History of Science, Technology and Medicine OR HU 210 American Social Movements OR HU 215 Academic Travel Abroad Humanities	3
Ethics, Empathy, and Advocacy Health Care Core - EA 200 Biomedical Ethics in Health Care OR EA 205 Death and Dying OR EA 210 American Poverty and Health Care OR EA 215 Abnormal Psychology	3

Required General Education/Support Courses

The following courses must be completed prior to entry into the PTA Transfer option:

Course	Semester Hours
Medical Terminology	1
College Algebra	3
English Composition I	3
Introduction to Psychology	3
Anatomy (plus lab) (must be current within last five years)	4
Physiology (plus lab) (must be current within last five years)	4
Electives (minimum)	17
	Total 35

Note: Students that do not possess an associate's degree or higher level degree must also complete an additional 17 credit hours of general elective courses for a total of 35 transferable credits to be considered as a possible applicant.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Physical Therapist Assistant Skills Lab

The PTA Skills Lab provides students with an opportunity to practice a variety of clinically related, patient intervention techniques. Students have access to an assortment of therapeutic equipment reflective of the current practice of physical therapy. Lab time is scheduled as part of the curriculum and reserved lab hours can be established to allow students **to complete** required coursework and additional practice.

PTA - Transfer Option Required Courses (16-month option)

First Year

First Semester

Courses	Semester Hours
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	13

Second Semester

Courses	Semester Hours
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
PTA 215 - Therapeutic Exercise II	3
IC HU EA - Health Care Core Course	3
Total Semester Hours	16

Third Semester

Courses	Semester Hours
◊ PTA 213 - Professional Leadership Seminar	1
PTA 220 - Clinical Practicum II	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
HU Core - Humanities	3

Courses	Semester Hours
Total Semester Hours	13

Second Year

First Semester

Courses	Semester Hours
[PTA 240 - Clinical Practicum III](#)	5
[PTA 245 - Clinical Practicum IV](#)	6
[IC HU EA - Health Care Core Course](#)	3
Total Semester Hours	14

Dual Degree - Health Care Business

Introduction

The Associate of Science in Physical Therapist Assistant degree and the Bachelor of Science in Health Care Business degree with a major in Management degree have formed a dual degree option that will allow the Associate's degree obtained at Clarkson College to be used directly as electives in the Bachelor's degree program. The dual degree will allow PTA students to expand on their Associate degree knowledge and broaden their educational scope into a secondary focus of Health Care Management.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete a Bachelor of Science in Health Care Business degree with a major in Health Information Administration major at Clarkson College, students must successfully complete a total of 128 semester hours. These hours must be distributed as follows:

- **General Education = 24 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Previous Associate Degree Coursework = 47 semester hours**

- **Support Courses = 12 semester hours**
- **Business Major Core Courses = 48 semester hours**

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Dual Degree - Health Care Business

General Education Courses

(24 semester hours)

Courses	Semester Hours
[EN 101 - English Composition I](#)	3
[EN 102 - English Composition II](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[IC HU EA - Health Care Core Course](#)	3
[MA 130 - College Algebra](#)	3
[PY 101 - Introduction to Psychology](#)	3
[ST 310 - Statistics](#)	3
[IPE 301 - Interprofessional Education](#)	0
Total Semester Hours	24

Support Courses

(12 semester hours)

Courses	Semester Hours
BU 104 - Basic Computer Applications	3
GEN 105 - Medical Terminology	1
BI 211 - Human Anatomy - Lecture and Lab	4
BI 213 - Human Physiology - Lecture and Lab	4
Total Semester Hours	12

Business Major Core Courses

(48 semester hours)

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 130 - Principles of Financial Accounting	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 211 - Business and Health Law	3
BU 240 - Health Care Delivery Systems	3
BU 306 - Principles of Management	3
BU 320 - Human Resources Management	3
BU 326 - Principles of Marketing	3
HM 342 - Health Care Information Systems	3
BU 344 - Business Finance	3
BU 371 - Organizational Behavior	3
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
BU 450 - Strategic Management	3
◊ BU 499 - Capstone	3

Courses	Semester Hours
Total Semester Hours	48

Physical Therapist Assistant Major Core Courses

(47 semester hours)

Courses	Semester Hours
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 215 - Therapeutic Exercise II	3
PTA 220 - Clinical Practicum II	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
PTA 240 - Clinical Practicum III	5
PTA 245 - Clinical Practicum IV	6
Total Semester Hours	47

Sample curriculum plan for Associate of Science in Physical Therapist Assistant Program and Bachelor of Science in Health Care Business with Major in Management Program

First Year

First Semester

Courses	Semester Hours
BI 211 - Human Anatomy - Lecture and Lab	4
EN 101 - English Composition I	3
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
GEN 105 - Medical Terminology	1
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	15

Second Semester

Courses	Semester Hours
BI 213 - Human Physiology - Lecture and Lab	4
IC HU EA - Health Care Core Course	3
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
PY 101 - Introduction to Psychology	3
Total Semester Hours	16

Third Semester

Courses	Semester Hours
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
BU 104 - Basic Computer Applications	3
EN 102 - English Composition II	3
Total Semester Hours	13

Second Year

First Semester

Courses	Semester Hours
MA 130 - College Algebra	3
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
PTA 215 - Therapeutic Exercise II	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 220 - Clinical Practicum II	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
Total Semester Hours	13

Third Semester

Courses	Semester Hours
PTA 240 - Clinical Practicum III	5
PTA 245 - Clinical Practicum IV	6

Courses	Semester Hours
BU 306 - Principles of Management	3
Total Semester Hours	14

Third Year

First Semester

Courses	Semester Hours
ST 310 - Statistics	3
BU 130 - Principles of Financial Accounting	3
BU 326 - Principles of Marketing	3
BU 425 - Project Management	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
BU 121 - Survey of Economics	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 211 - Business and Health Law	3
Total Semester Hours	12

Third Semester

Courses	Semester Hours
BU 371 - Organizational Behavior	3
BU 450 - Strategic Management	3
Total Semester Hours	6

Fourth Year

First Semester

Courses	Semester Hours
BU 344 - Business Finance	3
BU 411 - Operations and Quality Management	3
BU 425 - Project Management	3
Total Semester Hours	9

Second Semester

Courses	Semester Hours
BU 240 - Health Care Delivery Systems	3
BU 320 - Human Resources Management	3
HM 342 - Health Care Information Systems	3
◊ BU 499 - Capstone	3
Total Semester Hours	12

Total Semester Hours - 131

Dual Degree - Community Health

Introduction

The Associate of Science in Physical Therapist Assistant (PTA) and Bachelor of Science in Community Health dual degree will provide PTA students the opportunity to broaden their understanding of Health Care and expand on their Associate degree by focusing on one of the Community Health concentration areas which include: Gerontology, Public Health, Human Services, Women's Health, and Health Care Business.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Curriculum Requirements

To complete a Bachelor of Science degree in Community Health, students must successfully complete a total of 125 semester hours. These hours are distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Support Courses = 30 semester hours**
- **Community Health Major Courses = 9 semester hours**
- **PTA Degree Coursework = 47 semester hours**
- **One Community Health Concentration = 18 semester hours**

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Dual Degree - Community Health

General Education Courses

(12 semester hours)

Courses	Semester Hours
[EN 101 - English Composition I](#)	3
[EN 102 - English Composition II](#)	3
[MA 130 - College Algebra](#)	3
[PY 101 - Introduction to Psychology](#)	3
[IPE 301 - Interprofessional Education](#)	0
Total Semester Hours	12

Core Courses

Courses	Semester Hours
◊ IC Core - Intercultural Communication	3
HU Core - Humanities	3
EA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Support Courses

(30 semester hours)

Courses	Semester Hours
GEN 105 - Medical Terminology	1
BI 211 - Human Anatomy - Lecture and Lab	4
BI 213 - Human Physiology - Lecture and Lab	4
BI 122 - Nutrition Science	3
SO 220 - Medical Sociology	2
ST 310 - Statistics	3
BU 240 - Health Care Delivery Systems	3
CHL 244 - Vulnerable Populations	3
CHL 243 - Trauma Informed Care	3
CHL 248 - Introduction to Grant Writing	2
HM 180 - Essentials of Pharmacology	2
Total Semester Hours	30

Physical Therapist Assistant Major Core Courses

(47 semester hours)

Courses	Semester Hours
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 215 - Therapeutic Exercise II	3
PTA 220 - Clinical Practicum II	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
PTA 240 - Clinical Practicum III	5
PTA 245 - Clinical Practicum IV	6
Total Semester Hours	47

Community Health Major Courses

(9 semester hours)

Courses	Semester Hours
◊ CHL 405 - Advocacy and Health Literacy	3
CHL 410 - Community Health Fieldwork (concentration related)	3
CHL 420 - Community Health Capstone (concentration related)	3
Total Semester Hours	9

Students will choose <u>one</u> of the following concentration areas (18 semesters each):

Gerontology concentration

Courses	Semester Hours
HC 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3
CHL 335 - Seminar in Gerontology	1
EA 205 - Death and Dying	3
Total Semester Hours	18

Public Health concentration

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
CHL 353 - Community Engagement and Social Change	3
ST 410 - Advanced Statistics for Public Health Care	3
CHL 355 - Health Program Planning and Evaluation	3
Total Semester Hours	18

Human Services concentration

Courses	Semester Hours
CHL 266 - Social Policy and Human Services	3
PY 200 - Human Development	3
CHL 245 - Family Dynamics	1
CHL 252 - Information and Referral	2
CHL 253 - Understanding the Criminal Justice System	2
CHL 249 - Crisis Intervention Seminar	1
CHL 353 - Community Engagement and Social Change	3
EA 210 - American Poverty and Health Care	3
Total Semester Hours	18

Women's Health concentration

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Women's Health Seminar: Mammography	1
CHL 366 - Women's Health Seminar: Pharmacology	1
CHL 367 - Women's Health Seminar: Preventative and Restorative Topics	1
Total Semester Hours	18

Health Care Business concentration

Courses	Semester Hours
BU 199 - Principles of Managerial Accounting	3
HM 260 - Data Management and Analytics	3
BU 306 - Principles of Management	3
BU 210 - Business Communications	3
Total Semester Hours	12

Health Care Business concentration - electives

Students select 2 of the following electives:

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
BU 420 - Long Term Care	3
BU 211 - Business and Health Law	3
HM 255 - Legal and Ethical Aspects of Health Information	3
BU 371 - Organizational Behavior	3
BU 425 - Project Management	3
BU 335 - Managing Healthcare Departments	3
BU 310 - Revenue Cycle Management	3
BU 411 - Operations and Quality Management	3

Dual Degree - Associate & Bachelor of Science in Physical Therapist Assistant - Traditional Option

Director of Physical Therapist Assistant
Jessica Niemann, PTA, M.Ed.
PH 402.552.2868 **TF** 800.647.5500
niemannjessica@clarksoncollege.edu

Introduction

Students earning an Associate's degree in Physical Therapist Assistant (PTA) are encouraged to take advantage of the Clarkson College dual degree option. This option allows you to subsequently earn a Bachelor's degree in Physical Therapist Assistant. The degree is designed to prepare graduates for additional career opportunities and advancement within the profession. Students with no prior college experience can graduate with both majors in just over three years. Graduates from another accredited college can complete the BS PTA degree in four semesters (full-time) or seven semesters (part-time).

Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Physical Therapist Assistant, graduates will:

- Implement contemporary treatment plans and technologically advanced physical therapy interventions under the direction and supervision of a physical therapist. **(Technology)**[**]
- Display the ability to demonstrate sensitivity to cultural, ethnic, gender and lifestyle differences in patients across the lifespan. **(Diversity)**[**]
- Creatively formulate advanced clinical judgements and effectively translate advanced clinical theory into practice in order to meet the demands of a dynamic health care system and across the patient lifespan. **(Critical Thinking)**[**]
- Assume leadership roles in the advancement of the profession by participating one or more of the following areas: research, education, continuing education and service of a professional organization. **(Professionalism)**[**]
- Exhibit good ethical judgment in health care practice and demonstrate effective communication with all individuals. **(Communication)**[**]
- Demonstrate advanced clinical practice skills through implementation of evidence based practice of physical therapy. **(Critical Thinking)**[**]

[**]Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

Students must successfully complete an Associate of Science (A.S.) or Associate of Applied Science (A.A.S) degree in PTA prior to taking the advanced Bacheler of Science in PTA (B.S. PTA) courses. Students must have a valid state license and

employment prior to taking BS PTA advanced interventions courses. Part-time and full-time degree plans are available. Students must successfully complete a total of 47 semester hours in the program to earn the Bachelor of Science in PTA degree.

Program requires Health and Safety – [View Health and Safety Information](#)

Curriculum Plan

The following *sample* curriculum plan provides an overview of the classes required to complete the Associate of Science and Bachelor of Science dual degree in Physical Therapist Assistant (PTA). Students should work with their advisor to customize their degree plan.

- Total hours for an Associate's degree in PTA: 74
- Total hours for the Associate and Bachelor's degree dual degree in PTA: 121 hours

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Associate and Bachelor of Science in Physical Therapist Assistant - Traditional Option Required Courses

First Year

First Semester

Courses	Semester Hours
BI 211 - Human Anatomy - Lecture and Lab	4
EN 101 - English Composition I	3
GEN 105 - Medical Terminology	1
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
IPE 301 - Interprofessional Education	0

Courses	Semester Hours
Total Semester Hours	13

Second Semester

Courses	Semester Hours
BI 213 - Human Physiology - Lecture and Lab	4
◊ IC Core - Intercultural Communication	3
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
Total Semester Hours	15

Third Semester

Courses	Semester Hours
HU Core - Humanities	3
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1
PY 101 - Introduction to Psychology	3
Total Semester Hours	10

Second Year

First Semester

Courses	Semester Hours
MA 130 - College Algebra	3
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
PTA 215 - Therapeutic Exercise II	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
EA Core - Ethics, Empathy, and Advocacy	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 220 - Clinical Practicum II	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
Total Semester Hours	13

Third Semester

Courses	Semester Hours
PTA 240 - Clinical Practicum III	5
PTA 245 - Clinical Practicum IV	6
Total Semester Hours	11

Third Year

First Semester

Courses	Semester Hours
ST 310 - Statistics	3
PTA 260 - Evidence Based Practice and Ethics in Physical Therapy	3
EN 102 - English Composition II	3
PTA 150 - Clinical Leadership & Practice Integration I	1
Total Semester Hours	10

Second Semester

Courses	Semester Hours
HM 180 - Essentials of Pharmacology	2
PTA 335 - Advanced Musculoskeletal System Interventions	3

Courses	Semester Hours
BU 375 - Concepts of Leadership	2
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
PTA-250 - Clinical Leadership & Practice Integration II	1
Total Semester Hours	11

Third Semester

Courses	Semester Hours
BI 122 - Nutrition Science	3
PTA 307 - Outcome Measures & Reporting for the PTA	3
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 370 - Acute to Chronic Care in Physical Therapy	3
Total Semester Hours	10

Fourth Year

First Semester

Courses	Semester Hours
BU 335 - Managing Healthcare Departments	3
PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan	3
◊ PTA 450 - Clinical Leadership & Practice Integration IV	1
Total Semester Hours	7

Total Semester Hours - 121

Dual Degree - Associate & Bachelor of Science in Physical Therapist Assistant - Transfer Option

Director of Physical Therapist Assistant
Jessica Niemann, PTA, M.Ed.
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Introduction

Students earning an Associate's degree in Physical Therapist Assistant (PTA) are encouraged to take advantage of the Clarkson College dual degree option. This option allows you to subsequently earn a Bachelor's degree in Physical Therapist Assistant. The degree is designed to prepare graduates for additional career opportunities and advancement within the profession. Students with no prior college experience can graduate with both majors in just over three years. Graduates from another accredited college can complete the BS PTA degree in four semesters (full-time) or seven semesters (part-time).

Program Specific Competency Goals

Upon completion of the Bachelor of Science degree in Physical Therapist Assistant, graduates will:

- Implement contemporary treatment plans and technologically advanced physical therapy interventions under the direction and supervision of a physical therapist. **(Technology)****
- Display the ability to demonstrate sensitivity to cultural, ethnic, gender and lifestyle differences in patients across the lifespan. **(Diversity)****
- Creatively formulate advanced clinical judgements and effectively translate advanced clinical theory into practice in order to meet the demands of a dynamic health care system and across the patient lifespan. **(Critical Thinking)****
- Assume leadership roles in the advancement of the profession by participating one or more of the following areas: research, education, continuing education and service of a professional organization. **(Professionalism)****
- Exhibit good ethical judgment in health care practice and demonstrate effective communication with all individuals. **(Communication)****
- Demonstrate advanced clinical practice skills through implementation of evidence based practice of physical therapy. **(Critical Thinking)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

Students applying for the transfer track should possess: an associate degree or higher level degree from a regionally accredited college or university, or have earned 35 credit

hours or more from a regionally accredited institution with a transfer grade of a "C-" or higher. Eighteen of those hours must include the following:

General Education Courses (18 hours)	Semester Hours
College Algebra	3
English Composition I	3
Anatomy and Anatomy Lab (must be within the last 5 years)	4
Physiology and Physiology Lab (must be within the last 5 years)	4
Medical Terminology	1

Students should hold a current PTA license prior to taking PTA 330 and PTA 335 and hold employment of 10 hours per week to complete advanced skills coursework. A 2.5 college GPA is desired.

Program requires Health and Safety – [View Health and Safety Information](#)

Curriculum Plan

The following *sample* curriculum plan provides an overview of the classes required to complete the Associate of Science and Bachelor of Science dual degree in Physical Therapist Assistant (PTA). Students should work with their advisor to customize their degree plan.

- Total hours for an Associate's degree in PTA: 74
- Total hours for the Associate and Bachelor's degree dual degree in PTA: 121 hours

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Associate and Bachelor of Science in Physical Therapist Assistant - Transfer Option Required Courses

First Year

First Semester

Courses	Semester Hours
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	13

Second Semester

Courses	Semester Hours
◊ IC Core - Intercultural Communication	3
PTA 122 - Therapeutic Modalities	3
PTA 125 - Clinical Practicum I	1
PTA 205 - Pathophysiology	3
PTA 222 - Therapeutic Interventions	3
PTA 215 - Therapeutic Exercise II	3
Total Semester Hours	16

Third Semester

Courses	Semester Hours
HU Core - Humanities	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 220 - Clinical Practicum II	3

Courses	Semester Hours
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
Total Semester Hours	13

Second Year

First Semester

Courses	Semester Hours
EA Core - Ethics, Empathy, and Advocacy	3
PTA 240 - Clinical Practicum III	5
PTA 245 - Clinical Practicum IV	6
Total Semester Hours	14

Second Semester

Courses	Semester Hours
HM 180 - Essentials of Pharmacology	2
BU 375 - Concepts of Leadership	2
BI 122 - Nutrition Science	3
Total Semester Hours	7

Third Semester

Courses	Semester Hours
ST 310 - Statistics	3
PTA 307 - Outcome Measures & Reporting for the PTA	3
Total Semester Hours	6

Third Year

First Semester

Courses	Semester Hours
PTA 260 - Evidence Based Practice and Ethics in Physical Therapy	3
EN 102 - English Composition II	3
PTA 150 - Clinical Leadership & Practice Integration I	1
Total Semester Hours	7

Second Semester

Courses	Semester Hours
PTA 335 - Advanced Musculoskeletal System Interventions	3
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
PTA-250 - Clinical Leadership & Practice Integration II	1
Total Semester Hours	7

Third Semester

Courses	Semester Hours
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 370 - Acute to Chronic Care in Physical Therapy	3
Total Semester Hours	4

Fourth Year

First Semester

Courses	Semester Hours
BU 335 - Managing Healthcare Departments	3
PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan	3
◊ PTA 450 - Clinical Leadership & Practice Integration IV	1
Total Semester Hours	7

Total Semester Hours - 121

Undergraduate Physical Therapist Assistant Courses

PTA 105 - Functional Anatomy for the Physical Therapist Assistant

(Two hours of theory, three hours of laboratory per week) This course will introduce the student to the essentials of functional anatomy as related to the study of muscle origin, insertion, action and innervation. In addition, basic terminology and concepts of applied kinesiology will also be covered. Experiences will include student application of appropriate communication skills with hands-on application of palpation skills as well as how to obtain patient consent. Cadaver dissection surface anatomy review is also completed.

Semester hours: 3

PTA 105 RS - Functional Anatomy for the Physical Therapist Assistant Recitation

Functional Anatomy recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. This course will emphasize study skills and time management strategies related to the essentials of functional anatomy, including the study of muscle location and function as well as basic terminology and concepts of applied kinesiology. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

Semester hours: 0

Co-requisites:

- PTA 105 - Functional Anatomy for the Physical Therapist Assistant

Restrictions and Notes:

- Note: Students may enroll with Advisor and/or Faculty recommendation.

PTA 106 - Introduction to Physical Therapy

(Two hours theory per week) This course is designed to provide an introduction to the profession and practice of physical therapy, program expectations, professional literature and APA style writing, and includes community and professional service activities outside of the classroom. Students will explore topics such as the history and development of the profession, the roles and characteristics of physical therapists and physical therapist assistants, the American Physical Therapy Association, laws, ethics, financing and communication in physical therapy, as well as an introduction of practice in physical therapy relating to interventions for musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, pediatric, and geriatric systems and populations.

Semester hours: 2

PTA 107 - Documentation for the Physical Therapist Assistant

(Two hours theory per week) This course presents students with information on current systems of medical documentation for patient care, as used in the profession of physical therapy, throughout multiple practice settings. Students will explore topics such as abbreviations and medical terminology commonly encountered in the profession of physical therapy; components of the S.O.A.P. note format; International Classification of Functioning, Disability and Health and Nagi disablement models; goal writing; legal and ethical issues in documentation; billing and coding for physical therapy services; and S.O.A.P. note documentation in electronic, written, typed and dictated formats.

Semester hours: 2

PTA 110 - Basic Skills in Physical Therapy

(Two hours theory, three hours of laboratory per week) This course provides an examination of the principles and practices of physical therapy with the development of an understanding and application of basic patient care procedures, such as transfers; wheelchair management; universal precautions and wound management; balance and gait; sensory assessment and PNF techniques; and vital signs assessments. These principles will involve patient and treatment set up in both the Simulation Lab and PTA lab settings, review of PTA responsibilities and incorporate beginning intervention techniques to the course-related topics.

Semester hours: 3
Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

PTA 115 - Therapeutic Exercise I

(Two hours theory, three hours of laboratory per week) This course will provide students with the skill set necessary to complete all manual muscle testing and goniometry measurements for the spine, upper extremity and lower extremity. In addition, students will gain a basic understanding of the assessment of all muscular strength and range of motion function.

Semester hours: 3
Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

PTA 122 - Therapeutic Modalities

(Two hours of theory, three hours of laboratory per week) Students will gain an in-depth knowledge of the theory and use of therapeutic modalities used for thermotherapy, electrotherapy, mechanical agents, and electromagnetic agents. Both basic principles and clinical applications of such modalities will be presented. Students will gain the

ability to recognize common indications, contraindications, and special precautions for the application of modalities.

Semester hours: 3

Prerequisites:

- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

PTA 125 - Clinical Practicum I

(A minimum of 40 hours of clinical per semester) This clinical will allow students the opportunity to observe and begin supervised clinical practice. Students will gain insight into the PT/PTA relationship and apply learned technical skills.

Semester hours: 1

Prerequisites:

- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

Restrictions and Notes:

- The student will be responsible for all travel, lodging and living expenses for the duration of the clinical.

PTA 150 - Clinical Leadership & Practice Integration I

(One hour theory per week) This course will introduce concepts of leadership development through self-assessment of students own strengths and areas for improvement. Students will take part in the introspective assessments and developing leadership behaviors they can use in the physical therapy profession. The course will include the role of values in the ability to reflect on one's own leadership behaviors and the ability to make choices based on these values. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

Semester hours: 1

PTA 205 - Pathophysiology

(Three hours of theory per week) This course is designed to provide an introduction to general pathology with an emphasis on the study of diseases and disorders most commonly seen in physical therapy practice. Diseases of the musculoskeletal, nervous and cardiopulmonary systems are emphasized with discussion on the PTA role and proper physical therapy intervention.

Semester hours: 3

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab
- BI 213 - Human Physiology - Lecture and Lab
- PTA 110 - Basic Skills in Physical Therapy
- PTA 115 - Therapeutic Exercise I

PTA 213 - Professional Leadership Seminar

(Two hours of theory per week) This course will focus on various professional issues related to the clinical practice of a physical therapist assistant. Included in this course are issues related to licensure/certification, professional liability and responsibilities, advocacy and service, patient and clinic management, professional leadership and employment skills. Students will create a service project and implement the project during this course, among other service requirements. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- PTA 125 - Clinical Practicum I

PTA 215 - Therapeutic Exercise II

(Two hours theory, three hours of laboratory per week) This course is a continuation of the study of physical therapy skills including the anatomy and physiology of exercise and principles of exercise prescription. Included is the study and application of cardiovascular exercise, progressive resistive exercise, stretching and balance exercises. Both traditional and alternative approaches to exercise are presented. There is an emphasis on wellness programs, exercise progression and modification for pathological conditions and physical therapy appropriate for related disorders.

Semester hours: 3

Prerequisites:

- PTA 115 - Therapeutic Exercise I

PTA 220 - Clinical Practicum II

(A minimum of 120 hours of clinical per semester) This clinical provides opportunities for establishing and following individual patient treatments and programs. PTA goals are realized from experience in providing treatments. In addition, insights are gained into medical, departmental and institutional functions and organization. Topics include reinforcement of techniques and skills, information concerning the care of the ill and disabled, a continuation of communications skills and discussion of the PTA role.

Semester hours: 3

Prerequisites:

- PTA 125 - Clinical Practicum I
- PTA 215 - Therapeutic Exercise II

- PTA 222 - Therapeutic Interventions

Restrictions and Notes:

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

PTA 222 - Therapeutic Interventions

(Two hours theory, three hours of laboratory per week) This course includes instruction in the advanced clinical application of physical therapy modalities and interventions. Students will learn basic principles of specialty interventions. Students will gain an in-depth knowledge of applying therapeutic modalities and interventions with case based learning, and will gain the ability to discriminate between indications, contraindications, and assess special precautions.

Semester hours: 3

Prerequisites:

- PTA 110 - Basic Skills in Physical Therapy
- PTA 115 - Therapeutic Exercise I

PTA 230 - Advanced Procedures

(Two hours theory and three hours of laboratory per week) This course assists the student in learning new and advanced rehabilitation techniques for patients with neurologically related diseases, such as spinal cord or brain injury, cerebro-vascular accidents, as well as advanced rehabilitation techniques for cardiopulmonary conditions, industrial wellness and pediatric conditions. Included are also evidence-based practice activities and PT/PTA relationship activities with neighboring PT programs. Emphasis is placed on integration of skills learned over the course of the PTA program to form complete and thorough patient care experiences.

Semester hours: 3

Prerequisites:

- PTA 205 - Pathophysiology
- PTA 215 - Therapeutic Exercise II
- PTA 222 - Therapeutic Interventions

PTA 235 - Therapeutic Exercise III

(Two hours theory, three hours of laboratory per week) This course expands on the theory and principles of physical therapy skills used to treat specific orthopedic disorders and other special populations, including sports physical therapy, amputation, prosthetics and orthotic use, wound and burn care, women's health, critical care and lymphedema. Emphasis is placed on integration of skills learned over the course of the PTA program to form complete and thorough patient care experiences.

Semester hours: 3

Prerequisites:

- [PTA 205](#) - Pathophysiology
- [PTA 215](#) - Therapeutic Exercise II
- [PTA 222](#) - Therapeutic Interventions

PTA 240 - Clinical Practicum III

(A minimum of 200 hours of clinical per semester) This clinical is a continuation of supervised practical experience in a physical therapy setting with added opportunities to apply and improve therapy skills. Students are expected to manage a larger patient load during this terminal clinical practice and complete assignments related to topics, including quality assurance issues, documentation systems and the APTA Code of Ethics and Standards of Practice.

Semester hours: 5

Prerequisites:

- [PTA 220](#) - Clinical Practicum II
- [PTA 230](#) - Advanced Procedures
- [PTA 235](#) - Therapeutic Exercise III

Restrictions and Notes:

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

PTA 245 - Clinical Practicum IV

(A minimum of 240 hours of clinical per semester) This clinical is designed to be a final step in the development of the physical therapist assistant student and demonstrate entry-level competence with skills with full patient caseload and additional responsibilities in a physical therapy setting. Students will be expected to perform patient care skills as related to the profession of physical therapy in a competent and ethical manner. In addition, students will complete an in-service present a patient case study and relate how the PTA fits into an integrated health care environment.

Semester hours: 6

Prerequisites:

- [PTA 240](#) - Clinical Practicum III

Restrictions and Notes:

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

PTA-250 - Clinical Leadership & Practice Integration II

(One hour theory per week) This course will broaden the application of leadership concepts from Clinical Leadership & Practice Integration I coursework, to application of leadership in the work setting. Students will learn methods for management of clinical components and marketing. The course will dive into quality assurance and process improvement within the work place. The course will include the role of values in the ability to apply management skills in the workplace. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

Semester hours: 1

Prerequisites:

- [PTA 150](#) - Clinical Leadership & Practice Integration I

PTA 260 - Evidence Based Practice and Ethics in Physical Therapy

(Three hours theory per week) This course will provide the PTA a basis for advanced clinical practice including review of Ethics and Evidence Based Practice (EBP) skills necessary to become reflective practitioners and critical consumers of rehabilitation literature. This is done through exploring research philosophy, understanding critical inquire, research design, descriptive statistics, and concepts of correlation, reliability, and validity. In addition, concepts related to ethical obligations of healthcare practitioners, professionalism in practice, and the introduction of legal and moral issues and dilemmas regarding healthcare trends will be covered.

Semester hours: 3

Prerequisites:

- [ST 310](#) - Statistics

PTA 307 - Outcome Measures & Reporting for the PTA

(Three hours theory per week) The purpose of this course is to provide the PTA with fundamental principles of utilizing and reporting functional outcome measures, as well as fiscal management in regards to coding, billing and reimbursement. This course will investigate the impact of healthcare reform and setting-specific assessments used in physical therapy documentation

Semester hours: 3

PTA 330 - Advanced Neurological & Cardiopulmonary Interventions

(Three hours theory per week) The purpose of this course is to help students understand the pathophysiological mechanisms of cardiopulmonary and neurological disease. Concepts in this course include physical therapy assessment tools, specialized physical therapy treatment strategies, and techniques including red flags for alerting supervising PTs or other medical staff.

Semester hours: 3

Prerequisites:

- [PTA 335](#) - Advanced Musculoskeletal System Interventions

Restrictions and Notes:

- *This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

PTA 335 - Advanced Musculoskeletal System Interventions

(Three hours theory per week) This course will allow students to understand advanced musculoskeletal system interventions as well as the relationships and interdependence of body regions as applied to all populations. Students will gain knowledge regarding different advanced manual skills such as mobilization with movement, muscle energy techniques, postural restoration, and instrument aided soft tissue mobilization. The course will look at the differences in surgical procedures to treat musculoskeletal injuries and develop the students understanding of the biomechanics involved in different performance activities.

Semester hours: 3

Restrictions and Notes:

- *This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

PTA 350 - Clinical Leadership & Practice Integration III

(One hour theory per week) This course will broaden the application of leadership concepts from the Clinical Leadership and Practice Integration I and II coursework to application of leadership at the organizational level. Students will learn core practices of exemplary leadership and apply leadership problem solving behaviors to organizations. The course will include the role of values in decision-making as they apply to organizations. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

Semester hours: 1

Prerequisites:

- [PTA-250](#) - Clinical Leadership & Practice Integration II

PTA 370 - Acute to Chronic Care in Physical Therapy

(Three hours theory per week) This course expands on skills in order to incorporate physical therapy knowledge and theories in to the transitional care of a patient from ailment to return to functional life. Course topics include: acute care treatment,

trauma, ICU and CCU, understanding relevant acute medical testing and measures. Additionally, pharmacological considerations, the effects of multiple system and mental health diseases, will be examined on how chronic illness inhabits multiple facets of the patient's life.

Semester hours: 3

PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan

(Three hours theory per week) This course will explore treatment of patients with complex medical conditions seen in physical therapy and the system interdependence of individuals with multiple comorbidities. Additionally, nutritional, pharmacological and psychological considerations will be addressed. The course will also cover the medical and social transition of patients among healthcare settings, end of life care and therapy considerations for patients with medical conditions across the lifespan.

Semester hours: 3

Prerequisites:

- PTA 370 - Acute to Chronic Care in Physical Therapy

Restrictions and Notes:

- *This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

PTA 450 - Clinical Leadership & Practice Integration IV

(One hour theory per week) This course will broaden the application of leadership concepts from the Clinical Leadership and Practice Integration I, II, and III coursework to application of leadership in the community. Students will learn core practices of exemplary leadership and apply leadership problem solving behaviors to the community. The course will include the role of values in decision-making as they apply to the community. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- PTA 350 - Clinical Leadership & Practice Integration III

Radiography & Medical Imaging

Director of Radiography
& Medical Imaging
Shelli Weddum, , MHA, RT (R)(ARRT)

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Radiography Mission

The Radiography program at Clarkson College is designed to provide a high-quality, diverse educational experience rich in both professional and general coursework. Students of the program will be prepared to enter the RT profession and to demonstrate good ethical judgment and compassion in the delivery of patient care. The radiography students are expected to adhere to all professional and ethical standards set forth by the American Society of Radiologic Technologists (ASRT).

The Radiography program meets its mission by providing an optimal environment for students learning the delivery of quality health care in a variety of clinical settings. The program offers a broad educational experience that enables students to apply theoretical learning to clinical practice. Students develop the necessary critical thinking and communication skills for becoming an integral member of the health care team. The program prepares students who are concerned with the improvement of the quality of life, which is consistent with the College Mission.

Radiologic Technologist Professionals

Radiologic technologists (RTs) provide diagnostic services for patients using high-tech medical imaging equipment. Medical images produced by radiographers are then sent to physicians for diagnostic interpretation. RTs are employed by hospitals, imaging facilities, urgent care clinics, private physician offices and other health care facilities. There are also opportunities in industry, civil service, public health care services and international health care organizations. Opportunities abound in management and in education at the collegiate level for those appropriately prepared.

Graduates of the program will be able to sit for the national certification examination in radiography administered by the American Registry of Radiologic Technologists (ARRT). After successful completion of this examination, the individual will be a Certified Radiologic Technologist, R.T.(R). In addition, some states may require licensure to practice.

Medical Imaging Mission

Medical Imaging is designed to prepare graduates for additional career opportunities and advancement within the medical imaging profession.

Graduates of the Medical Imaging program prepare RTs for additional career opportunities and advancement within the profession. These include Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Angiography/Interventional Procedures (CI & VI), Mammography (M), Bone Densitometry (BD), Medical Imaging Informatics and Management. Upon completion of the program, graduates may be eligible for advanced registry certifications by the American Registry of Radiologic Technologists (ARRT).

Certificate in Medical Imaging Informatics

**Director of Radiography
& Medical Imaging**
Shelli Weddum, , MHA, RT (R)(ARRT)
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Certificate Description

The Medical Imaging Informatics certificate is designed to enhance the graduate's ability to succeed in today's informatics and imaging environments. The program compliments a Bachelor of Science in Medical Imaging degree for professionals with a diagnostic imaging background.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Certificate in Medical Imaging Informatics

Courses	Semester Hours
MI 451 - Technology Utilization for Medical Imaging Informatics	3
MI 452 - Operational Strategies for Medical Imaging Informatics	3
MI 453 - Organizational Planning and Vision for Medical Imaging Informatics	3
MI 454 - Advanced Assessment and Application for Medical Imaging Informatics	3
Total Semester Hours	12

Total Semester Hours in Program 12

Classes will be 6 weeks in length. Students may take one or two classes per semester, but they must be taken in succession.

Bachelor of Science in Medical Imaging

Director of Radiography
& Medical Imaging
Shelli Weddum, , MHA, RT (R)(ARRT)
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weddum@clarksoncollege.edu

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Medical Imaging degree, graduates will:

- Have entry-level advanced modality skills. **(Technology)****
- Communicate effectively. **(Communication)****
- Use critical thinking skills. **(Critical Thinking)****
- Demonstrate professionalism. **(Professionalism)****
- Care for patients in a manner that show respect for cultural differences. **(Diversity)****

**Categories denoted in the parentheses represent relationship to Clarkson College's student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity, and Professionalism.

Curriculum Requirements

Admission to the Bachelor of Science in Medical Imaging program is limited to ARRT Registered Technologists (Radiography), board-eligible graduates of a JRCERT Accredited Program in Radiologic Technology, and/or current matriculating Clarkson College Radiography students. Board-eligible students must provide proof of certification from the ARRT within one year to remain in the program.

In order to complete the Bachelor of Science in Medical Imaging degree at Clarkson College, students must successfully complete a total of 125 semester hours. The hours must be distributed as follows:

- **General Education Courses = 19 semester hours**
- **Support Courses = 9 semester hours** (The following courses compose the 9 hours: English Composition I & II, and College Algebra. All courses must be completed with a "C" or higher)
- **Clarkson College Health Care Core Courses = 9 semester hours** (Core curriculum courses, must be taken at Clarkson College. All courses must be completed with a "C" or higher.)
- **Previous RT Coursework = 58 semester hours**
- **Medical Imaging Major Courses = 12 semester hours** (All courses must be completed with a "C" or higher)

- **Medical Imaging Major Elective Courses = 18 semester hours** (All courses must be completed with a "C" or higher)

Advanced Standing Credit

Credit hours may be warranted for post-primary certification and/or current clinical experience.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Bachelor of Science in Medical Imaging

Major Courses

12 semester hours

Courses	Semester Hours
MI 330 - Pathophysiology	3
◊ MI 414 - Introduction to Health Care Delivery Systems	3
MI 410 - Cross-Sectional Anatomy I	3
MI 411 - Cross-Sectional Anatomy II	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	12

Major Elective Courses

All students, with the approval of their advisor, must choose 18 semester hours of Medical Imaging major elective courses. The students will choose from the following electives:

Courses	Semester Hours
MI 384 - Pediatric Externship	3
MI 385 - CT Externship	3
MI 386 - MRI Externship	3
MI 388 - Mammography Externship	3
MI 391 - Bone Densitometry Externship	3
MI 393 - Vascular Interventional Externship	3
MI 395 - Cardiac-Interventional Externship	3
MI 413 - Advanced Pediatric Imaging	3
MI 415 - Computed Tomography	3
MI 416 - Computed Tomography Protocols	3
MI 417 - Vascular Interventional Radiography	3
MI 419 - Cardiac-Interventional Radiography	3
MI 423 - Angiographic and Interventional Procedures	3
MI 427 - Mammography	3
MI 428 - Principles of MRI Physics and Instrumentation	3
MI 429 - MRI Pulse Sequences and Protocols	3
MI 432 - Bone Densitometry	3
MI 441 - Medical Imaging Department Management	3
MI 449 - Imaging Informatics Externship	3
MI 450 - Advanced Imaging Informatics Externship	3
MI 451 - Technology Utilization for Medical Imaging Informatics	3
MI 452 - Operational Strategies for Medical Imaging Informatics	3

Courses	Semester Hours
MI 453 - Organizational Planning and Vision for Medical Imaging Informatics	3
MI 454 - Advanced Assessment and Application for Medical Imaging Informatics	3
MI-455 - Foundations of Medical Imaging Education	3
MI-456 - Leadership in Medical Imaging	3
MI-457 - Introduction to Medical 3D Imaging Segmentation and Applications	3
MI-458 - Advanced Medical 3D Imaging Segmentation and Applications	3
MI-459 - Medical 3D Printing Specialist Externship	3
MI 470 - Advanced Vascular Interventional Externship	3
MI 471 - Advanced Cardiac-Interventional Externship	3
MI 474 - Advanced Pediatric Externship	3
MI 475 - Advanced CT Externship	3
MI 476 - Advanced MRI Externship	3
MI 478 - Advanced Mammography Externship	3
MI 481 - Advanced Bone Densitometry Externship	3
MI 492 - Independent Studies in Medical Imaging	0

Associate of Science in Radiography

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Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

Curriculum Requirements

In order to complete the associate of science in radiography degree, students must successfully complete a total of 73 semester hours. Students are required to attend courses year round, with all radiography courses completed in the sequence shown in the sample curriculum. Semester hours for the associate degree are distributed as follows:

- **Support and Health Care Core Courses = 24 semester hours** (The following courses compose the 24 hours: Anatomy, Physiology, English Composition I, Medical Terminology, College Algebra and nine semester hours of Health Care Core Curriculum. Core Curriculum must be taken at Clarkson College. Each of these courses needs to be completed with a "C" or above.)
- **Major Courses = 49 semester hours** (At least 20 semester hours must be completed at Clarkson College with at least 10 semester hours of 200-level courses.)

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Curriculum plan of required courses for Radiography

First Year
First Semester

Courses	Semester Hours
BI 211 - Human Anatomy - Lecture and Lab	4
MA 130 - College Algebra	3
RT 101 - Introduction to Radiography	2
GEN 105 - Medical Terminology	1
◊ RT 105 - Patient Care and Lab	3
RT 260 - Radiation Physics	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	15

Second Semester

Courses	Semester Hours
BI 213 - Human Physiology - Lecture and Lab	4
RT 110 - Radiographic Procedures I and Lab	4
RT 120 - Radiographic Exposures I and Lab	4
Total Semester Hours	12

Third Semester

Courses	Semester Hours
RT 125 - Radiographic Exposures II and Lab	4
RT 140 - Radiographic Procedures II and Lab	4
RT 271 - Radiation Biology	3
IC HU EA - Health Care Core Course	3
EN 101 - English Composition I	3
Total Semester Hours	17

Second Year

First Semester

Courses	Semester Hours
RT 246 - Radiographic Procedures III and Lab	3
RT 250 - Radiographic Pathology	2
RT 265 - Clinical Experience I	4
IC HU EA - Health Care Core Course	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
IC HU EA - Health Care Core Course	3
RT 275 - Clinical Experience II	8
Total Semester Hours	11

Third Semester

Courses	Semester Hours
RT 285 - Clinical Experience III	6
Total Semester Hours	6

Total Semester Hours - 73

Certificate in Medical 3D Printing Specialist

**Director of Radiography
& Medical Imaging**
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Certificate Description

The Medical 3D Printing Specialist certificate option prepares imaging professionals to be knowledgeable and proficient in the 3D printing process. Advanced 3D printing technology allows health care professionals to generate full anatomical models from

computed tomography (CT), magnetic resonance imaging (MRI), angiography and ultrasound images.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Certificate in Medical 3D Printing Specialist

Courses	Semester Hours
MI 410 - Cross-Sectional Anatomy I	3
MI 411 - Cross-Sectional Anatomy II	3
MI-457 - Introduction to Medical 3D Imaging Segmentation and Applications	3
MI-458 - Advanced Medical 3D Imaging Segmentation and Applications	3
Total Semester Hours	12

Total Semester Hours in Program 12

Dual Degree - Community Health

The Associate of Radiography and Bachelor of Science in Community Health dual degree will provide Radiography students the opportunity to broaden their understanding of Health Care and expand on their Associate degree by focusing on one of the Community Health concentration areas which include: Gerontology, Public Health, Human Services, Women's Health, and Health Care Business.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the Academic Policies & Procedures section (AD-1).

Curriculum Requirements

To complete a Bachelor of Science degree in Community Health, students must successfully complete a total of 127 semester hours. These hours are distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Support Courses = 30 semester hours**
- **Community Health Major Courses = 9 semester hours**
- **Radiography Degree Coursework = 49 semester hours**
- **One Community Health Concentration = 18 semester hours**

Program requires Health and Safety – [View Health and Safety Information](#)

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Required Courses for Dual Degree - Community Health

General Education Courses

(12 semester hours)

Courses	Semester Hours
EN 101 - English Composition I	3
EN 102 - English Composition II	3
MA 130 - College Algebra	3
PY 101 - Introduction to Psychology	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	12

Core Courses

Courses	Semester Hours
◊ IC Core - Intercultural Communication	3
HU Core - Humanities	3
EA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Support Courses

(30 semester hours) Human Anatomy and Human Physiology courses must be completed with a "C" or higher.

Courses	Semester Hours
GEN 105 - Medical Terminology	1
BI 211 - Human Anatomy - Lecture and Lab	4
BI 213 - Human Physiology - Lecture and Lab	4
BI 122 - Nutrition Science	3
BU 240 - Health Care Delivery Systems	3
SO 220 - Medical Sociology	2
CHL 244 - Vulnerable Populations	3
CHL 243 - Trauma Informed Care	3
HM 180 - Essentials of Pharmacology	2
ST 310 - Statistics	3
CHL 248 - Introduction to Grant Writing	2
Total Semester Hours	30

Radiography Major Courses

(49 semester hours)

Courses	Semester Hours
RT 101 - Introduction to Radiography	2
◊ RT 105 - Patient Care and Lab	3
RT 110 - Radiographic Procedures I and Lab	4
RT 120 - Radiographic Exposures I and Lab	4
RT 125 - Radiographic Exposures II and Lab	4
RT 140 - Radiographic Procedures II and Lab	4
RT 246 - Radiographic Procedures III and Lab	3
RT 250 - Radiographic Pathology	2
RT 260 - Radiation Physics	2
RT 265 - Clinical Experience I	4
RT 271 - Radiation Biology	3
RT 275 - Clinical Experience II	8
RT 285 - Clinical Experience III	6
Total Semester Hours	49

Community Health Major Courses

(9 semester hours)

Courses	Semester Hours
◊ CHL 405 - Advocacy and Health Literacy	3
CHL 410 - Community Health Fieldwork (concentration related)	3
CHL 420 - Community Health Capstone (concentration related)	3
Total Semester Hours	9

Additional Major Courses

Students will choose one of the concentration areas to complete the Bachelor of Science degree in Community Health.

Women's Health Concentration

(18 semester hours)

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Women's Health Seminar: Mammography	1
CHL 366 - Women's Health Seminar: Pharmacology	1
CHL 367 - Women's Health Seminar: Preventative and Restorative Topics	1
Total Semester Hours	18

Human Services Concentration

(18 semester hours)

Courses	Semester Hours
PY 200 - Human Development	3
CHL 266 - Social Policy and Human Services	3
CHL 245 - Family Dynamics	1
CHL 252 - Information and Referral	2
CHL 253 - Understanding the Criminal Justice System	2
CHL 249 - Crisis Intervention Seminar	1
CHL 353 - Community Engagement and Social Change	3
EA 210 - American Poverty and Health Care	3
Total Semester Hours	18

Health Care Business concentration

Courses	Semester Hours
HM 260 - Data Management and Analytics	3
BU 199 - Principles of Managerial Accounting	3
BU 210 - Business Communications	3
BU 306 - Principles of Management	3
Total Semester Hours	12

Health Care Business concentration - electives

Students select 2 of the following electives:

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3
BU 420 - Long Term Care	3
BU 211 - Business and Health Law	3
HM 255 - Legal and Ethical Aspects of Health Information	3
BU 371 - Organizational Behavior	3
BU 425 - Project Management	3
BU 335 - Managing Healthcare Departments	3
BU 310 - Revenue Cycle Management	3
BU 411 - Operations and Quality Management	3

Public Health Concentration

(18 semester hours)

Courses	Semester Hours
BU 470 - Issues and Policies in Public Health	3

Courses	Semester Hours
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
CHL 353 - Community Engagement and Social Change	3
ST 410 - Advanced Statistics for Public Health Care	3
CHL 355 - Health Program Planning and Evaluation	3
Total Semester Hours	18

Gerontology Concentration

(18 semester hours)

Courses	Semester Hours
HC 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
EA 205 - Death and Dying	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3
CHL 335 - Seminar in Gerontology	1
Total Semester Hours	18

Medical Imaging Externship Check List

Students are responsible for:

- Finding a clinical site for the externship
- Obtaining permission from the course instructor:
  - Trish Weber (webertrish@clarksoncollege.edu) - CT and MRI
  - Ann Hagenau (hagenau@clarksoncollege.edu) - Mammography and Bone Densitometry
  - Kelly Eaton (eatonkelly@clarksoncollege.edu)- Imaging Informatics

- Katie Fulton (fultonkatie@clarksoncollege.edu) - Angiography, CI, VI and Pediatrics
- Complying with all AGENCY health and safety, drug and alcohol tests, and criminal background check requirements
- Submitting proof of completed health and safety requirements to Certified Background prior to starting the clinical experience.

Deadline Date

Externship check list must be completed 30 days prior to the start of the externship. There are no exceptions. If the externship checklist is not completed by the above deadline, the student will not be permitted to attend clinical for that semester.

Externship Checklist

1.___ State Authorization Approval. For a complete listing contact the Admissions Office or your program director

2.___ Clinical site obtained

3.___ Clinical Affiliation Agreement complete. (Several of the hospitals in the Omaha metro area have affiliation agreements with Clarkson College; ask the externship instructor if an agreement is needed)

4.___ Contact information for clinical liaison given to externship instructor. (Contact information should include: name, address, and phone number)

5.___ Meet with clinical liaison and complete a schedule for the semester. The minimum number of clinical hours for a 3 credit hour externship is 180. More hours may be required per clinical site and externship modality.

6.___ Meet with externship instructor and discuss syllabus, clinical handbook and schedule

7.___ Give externship instructor information for radiation badge distribution if applicable. (Date of birth and social security number)

8.___ Mammography & Pediatric Externships **ONLY**: ARRT certification and state license

9.___ CI and VI Externship ONLY: ACLS certfification, ARRT certification and state license

By signing below, I attest to the fact that I have not had any previous infractions within the RT/MI programs to include but not limited to:

- Anecdotal report
- Educational contract
- Academic Integrity violation
- Student Code of Conduct violation

Student Signature: _____   Date: _____

If infractions have occurred please set up an meeting with the appropriate externship instructor.

Undergraduate Radiography & Medical Imaging Courses

MI 330 - Pathophysiology

(Three hours theory per week) This course is designed to correlate anatomy and physiology and relate normal body functioning to the physiologic changes that occur as a result of illness, as well as the body's remarkable ability to compensate for these changes. The course will be organized into three areas of focus based on the health-illness continuum: (1) control of normal body functions; (2) pathophysiology or alterations in body function; and (3) system or organ failure.

Semester hours: 3

MI 384 - Pediatric Externship

(Minimum of 180 hours of clinical experience per semester) This externship course will allow the student to perform hands on experience in a pediatric setting. This externship course will focus on basic procedures/imaging for pediatrics. The externship will emphasize the unique approach of caring for the pediatric patient in radiology. The externship for diagnostic pediatric imaging will include patient care, principles of ALARA, immobilization techniques, causes and correction measures for artifacts, image archival, operation of imaging equipment for diagnostic, portable, c-arm and fluoroscopic studies.

Semester hours: 3

Prerequisites:

 • MI 413 - Advanced Pediatric Imaging

Co-requisites:

 • MI 413 - Advanced Pediatric Imaging

Restrictions and Notes:

 • Prerequisite: ARRT certification in Radiography, Students must have ARRT certification in radiography and a Nebraska state license prior to externship. When the courses are taken concurrently, failure of MI 413 will result in automatic failure of MI 384.

MI 385 - CT Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The

student will apply concepts learned in their coursework to the performance of Computed Tomography examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

Semester hours: 3

Prerequisites:

- [MI 415](#) - Computed Tomography

Co-requisites:

- [MI 416](#) - Computed Tomography Protocols

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 416 will result in automatic failure of MI 385.

MI 386 - MRI Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in their coursework to the performance of Magnetic Resonance Imaging examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

Semester hours: 3

MI 388 - Mammography Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in their coursework to the performance of mammographic examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

Semester hours: 3

Prerequisites:

- [MI 427](#) - Mammography

Co-requisites:

- [MI 427](#) - Mammography

Restrictions and Notes:

- Students must have ARRT certification in radiography and a state license prior to externship. NOTE: When the courses are taken concurrently, failure of MI 427 will result in automatic failure of MI 388.

MI 391 - Bone Densitometry Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in their coursework to the performance of bone densitometry procedures. Case studies, writing assignments and demonstration of prescribed competency procedures are requirements of the course.

Semester hours: 3

Prerequisites:

- MI 432 - Bone Densitometry

Co-requisites:

- MI 432 - Bone Densitometry

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 432 will result in automatic failure of MI 391.

MI 393 - Vascular Interventional Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in their coursework to the performance of vascular interventional examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

Semester hours: 3

Prerequisites:

- MI 417 - Vascular Interventional Radiography
- MI 423 - Angiographic and Interventional Procedures

Co-requisites:

- MI 417 - Vascular Interventional Radiography

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 417 will result in automatic failure of MI 393.

MI 395 - Cardiac-Interventional Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The

student will apply concepts learned in their coursework to the performance of vascular interventional examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

Semester hours: 3

Prerequisites:

- MI 419 - Cardiac-Interventional Radiography
- MI 423 - Angiographic and Interventional Procedures

Co-requisites:

- MI 419 - Cardiac-Interventional Radiography

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 419 will result in automatic failure of MI 395.

MI 410 - Cross-Sectional Anatomy I

(Three hours theory per week) Anatomical cross-sections of the head, neck, thorax and spine are presented to students using images of human anatomy. Physiological considerations of major structures will also be addressed. Students practice and assess their identification skills through review exercises.

Semester hours: 3

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

MI 411 - Cross-Sectional Anatomy II

(Three hours theory per week) Anatomical cross-sections of the abdomen, pelvis, and upper and lower extremities are presented to students using images of human anatomy. Physiological considerations of major structures will also be addressed. Students practice and assess their identification skills through review exercises. Student engagement will be emphasized using a required service experience.

Semester hours: 3

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

MI 413 - Advanced Pediatric Imaging

(Three hours theory per week) The course will focus on advanced topics in pediatric imaging. It will begin with a review of pediatric patient care, principles of ALARA, basic immobilization techniques, operation of imaging equipment for diagnostic, portable, c-

arm and fluoroscopic studies. The course will center on advanced concepts in pediatric imaging including but not limited to pediatric pathology, pediatric radiation biology, and pediatric pharmacology, including drug administration and sedation medications. Further pediatric imaging in advanced modalities such as computed tomography, magnetic resonance imaging, diagnostic medical ultrasound, cardiac interventional, and vascular interventional will be investigated.

Semester hours: 3

MI 414 - Introduction to Health Care Delivery Systems

This course is designed to assist students in gaining an understanding of health care delivery systems and how to recognize trends in the healthcare environment. This course will promote the attitude of lifelong learning by assisting the Medical Imaging professional to stay in step with the current health care environment and be prepared to help foster the future and increase awareness of the profession in the global community. This course emphasizes student engagement using a required service experience. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

MI 415 - Computed Tomography

(Three hours theory per week) This course focuses on the theories, physics, application and instrumentation of Computed Tomography (CT) equipment. The student will examine and critique image analysis as a means in learning to evaluate images for correct technique, imaging protocols and identification of proper anatomy. The course will also examine and explore means of correcting poor images and artifact identification.

Semester hours: 3
Restrictions and Notes:

- Prerequisites: MI 410 or MI 411

MI 416 - Computed Tomography Protocols

(Three hours theory per week) This course focuses on basic Computed Tomography (CT) protocol information in addition to adapting common protocols based on patient needs and radiation dose reduction. This course will include indications, pathology, positioning, patient preparation and contrast administration for CT examinations.

Semester hours: 3
Prerequisites:

- MI 415 - Computed Tomography

MI 417 - Vascular Interventional Radiography

This course is designed to provide participants the requisite theories, concepts, and praxis in performing vascular-interventional radiography. Equipment operation and instrumentation, patient care, and procedural specifics for both vascular and non-vascular procedures will be the foci of this course. Procedures encompass neurologic, thoracic, abdominal, gastrointestinal, genitourinary, and peripheral imaging and intervention. Dialysis management and venous access will also be addressed.

Semester hours: 3

Prerequisites:

- MI 423 - Angiographic and Interventional Procedures

MI 419 - Cardiac-Interventional Radiography

This course is designed to provide participants the requisite theories, concepts, and praxis in performing cardiac-interventional radiography. Equipment operation and instrumentation, patient care, and procedural specifics, including but not limited to anatomy, pathophysiology, indications, and contraindications, will be the foci of this course. Procedures encompass diagnostic studies, percutaneous intervention, hemodynamics and calculations, and conduction system studies.

Semester hours: 3

Prerequisites:

- MI 423 - Angiographic and Interventional Procedures

MI 423 - Angiographic and Interventional Procedures

(Three hours theory per week) This course focuses on angiographic and interventional procedures. The students will be exposed to the basics of sterile technique, recording systems, automatic injectors, contrast media, catheters and accessories. The principles of angiography (arteriography, venography and lymphography) are presented, along with critiques of radiographic images. A wide range of vascular and nonvascular interventional procedures are examined in detail.

Semester hours: 3

MI 427 - Mammography

(Three hours theory per week) This course is designed to provide participants the requisite theories, concepts, and praxis in performing mammographic procedures. Patient positioning, quality control and necessary patient education, along with the critique of radiographic images, serve as the foci of this course. The course also introduces the process of mammography image analysis where the participants will evaluate various images for correct positioning, proper technique and undesired artifacts.

Semester hours: 3

MI 428 - Principles of MRI Physics and Instrumentation

(Three hours theory per week) This course provides students with a basic understanding of the physics of magnetic resonance imaging (MRI) and the instrumentation used to acquire images in MRI. A historical perspective leading to the development of MRI, the basic principles of electricity and magnetism, the characteristics of radio frequencies and the phenomenon of resonance are addressed. Application of these principles to MRI pulse sequences and data acquisition are discussed. Hazards associated with strong magnetic fields and radio frequencies are imparted, as are the actual components of the MRI equipment.

Semester hours: 3

Prerequisites:

- MI 410 - Cross-Sectional Anatomy I
- MI 411 - Cross-Sectional Anatomy II

Co-requisites:

- MI 411 - Cross-Sectional Anatomy II

MI 429 - MRI Pulse Sequences and Protocols

(Three hours theory per week) This course addresses advanced imaging techniques, including MR angiography, cardiac imaging and spectroscopy. The nature and use of contrast agents are discussed. Factors related to image quality and artifacts are considered. Imaging of the central nervous system, thorax, abdomen, pelvis and extremities will be discussed in detail along with specific protocols that correlate to the MRI ARRT registry. Attention is given to the biological effects of MRI, patient education, screening and care. In addition, specific MRI safety regulations will be addressed in great detail.

Semester hours: 3

Prerequisites:

- MI 428 - Principles of MRI Physics and Instrumentation

MI 432 - Bone Densitometry

(Three hours theory per week) This course focuses on the anatomy, physiology and pathology of the human structural support system. The course will focus on the history of bone densitometry, tracing the early roots of the modality all the way through its advancements in today's scanners. The course will cover bone anatomy in detail, down to its cellular components. Bone pathologies that are significant to bone densitometry will also be covered in detail with an emphasis on osteoporosis.

Semester hours: 3

MI 441 - Medical Imaging Department Management

(Three hours theory per week) This course is designed for the student going into department supervision and management. The student will learn the basics of budgets, personnel scheduling, counseling, and administrative and leadership duties.

Semester hours: 3

MI 449 - Imaging Informatics Externship

(Minimum of 180 hours of clinical experience per semester) This course is designed to provide students with hands-on experience in a supervised clinical setting. Working closely with a designated liaison, the student will apply concepts learned in their coursework to performance of digital imaging and PACS related procedures. The student will be exposed to a variety of issues and problems that will require them to contribute successful solutions. Projects, writing assignments and demonstration of prescribed competency procedures are requirements of the course. This externship will be followed by the advanced level externship course MI 450.

Semester hours: 3

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 447 and/or MI 448 will result in automatic failure of MI 449.

MI 450 - Advanced Imaging Informatics Externship

(Minimum of 180 hours of clinical experience per semester) The externship is the evidence-based practice research project to the PACS curriculum. This field experience will be under the supervision of designated administrators and Clarkson College faculty. This is an opportunity to apply classroom knowledge to real world use of a PACS system. During this course, the student will perform clinical hands-on practice in a supervised clinical setting and will put into practice the knowledge acquired in the PACS (MI 486 and MI 487) coursework. The student will be required to demonstrate competency for numerous procedures within the specialty area, focusing on both the routine and advanced including a wide variety of troubleshooting tasks that PACS administrators and managers experience.

Semester hours: 3

Prerequisites:

- MI 449 - Imaging Informatics Externship

Co-requisites:

- MI 449 - Imaging Informatics Externship

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 447 and/or MI 448 will result in automatic failure of MI 450.

MI 451 - Technology Utilization for Medical Imaging Informatics

This course is designed to cover the basics of information technology, clinical image management applications and the unique components of PACS (Picture Archiving and Communication Systems.) Special focus is placed on the imaging modalities, networking, imaging chain functionalities and IT standards, which include HL7, IHE and DICOM.

Semester hours: 3

Restrictions and Notes:

- 6 week course

MI 452 - Operational Strategies for Medical Imaging Informatics

This course focuses on the daily operations and tasks for an Imaging Informatics Professional (IIP.) Emphasis on the continued support, training, downtime policies/ procedures and the importance of compliance is covered for the IIP and all end users of PACS (Picture Archiving and Communication Systems.)

Semester hours: 3

Prerequisites:

- MI 451 - Technology Utilization for Medical Imaging Informatics

MI 453 - Organizational Planning and Vision for Medical Imaging Informatics

This course concentrates on the vision for a successful PACS (Picture Archiving and Communication Systems) implementation. The essential components, such as vendors, facility preparedness, system testing, project members and strategic planning are discussed for a positive experience and overall integration of PACS.

Semester hours: 3

Prerequisites:

- MI 451 - Technology Utilization for Medical Imaging Informatics
- MI 452 - Operational Strategies for Medical Imaging Informatics

MI 454 - Advanced Assessment and Application for Medical Imaging Informatics

This course is the culmination and integration of the Medical Imaging Informatics foci: technology utilization, operational strategies, and organizational planning and vision. Participants will apply these concepts, as outlined by the American Board of Imaging Informatics, for certification as a Certified Imaging Informatics Professional (CIIP).

Semester hours: 3

Prerequisites:

- [MI 451](#) - Technology Utilization for Medical Imaging Informatics
- [MI 452](#) - Operational Strategies for Medical Imaging Informatics
- [MI 453](#) - Organizational Planning and Vision for Medical Imaging Informatics

MI-455 - Foundations of Medical Imaging Education

This course#will introduce students to the process of curriculum design,#accreditation requirements, and programmatic assessment specific to the radiologic sciences.
Students will explore instructional technologies that create an effective classroom and develop practical teaching skills to assist in the learning process. These experiences will lead to a culminating project in which students will work collaboratively with a medical imaging faculty member.

Semester hours: 3

MI-456 - Leadership in Medical Imaging

This course is designed to provide participants the theories#and#models to become an effective leader in the medical imaging field. Students will take part in self-reflection, develop leadership behaviors, as well as formulate a leadership philosophy. Students will apply their philosophy to concepts such as the development and importance of teams, emotional intelligence, employee motivation, and turnover. Issues related to licensure, certification, professional advocacy, and professional service will also be explored. Students#obtain first-hand knowledge of leadership via a practical experience with a leader in the medical imaging field.

Semester hours: 3

MI-457 - Introduction to Medical 3D Imaging Segmentation and Applications

This course will introduce the student to the fundamentals of creating a 3D medical print. The course will encompass selection of the correct image acquisition parameters, optimal segmentation of the anatomy, choosing#the appropriate material for the model for the final 3D medical print, as well as utilization of CAD software and quality assurance/control processes. Students will participate in hands-on activities for the basic steps of the 3D medical printing process.

Semester hours: 3

Prerequisites:

- [MI 410](#) - Cross-Sectional Anatomy I
- [MI 411](#) - Cross-Sectional Anatomy II

MI-458 - Advanced Medical 3D Imaging Segmentation and Applications

This course will provide the student the opportunity to apply various advanced theories and concepts in creating a 3D medical print. Students will utilize learned concepts to

hone their knowledge and advance their abilities in producing a complex 3D medical print.

Semester hours: 3

Prerequisites:

- [MI-457](#) - Introduction to Medical 3D Imaging Segmentation and Applications

Co-requisites:

- [MI 385](#) - CT Externship
- [MI 386](#) - MRI Externship
- [MI 393](#) - Vascular Interventional Externship
- [MI 395](#) - Cardiac-Interventional Externship
- [MI 470](#) - Advanced Vascular Interventional Externship
- [MI 471](#) - Advanced Cardiac-Interventional Externship
- [MI 475](#) - Advanced CT Externship
- [MI 476](#) - Advanced MRI Externship

MI-459 - Medical 3D Printing Specialist Externship

This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in the Medical 3D Printing Specialist certificate. Pre-requisite: Completion of Certificate

Semester hours: 3

MI 470 - Advanced Vascular Interventional Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform hands-on practice in vascular interventional procedures. The student will obtain advanced clinical experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- [MI 393](#) - Vascular Interventional Externship
- [MI 417](#) - Vascular Interventional Radiography
- [MI 423](#) - Angiographic and Interventional Procedures

Co-requisites:

- [MI 393](#) - Vascular Interventional Externship
- [MI 417](#) - Vascular Interventional Radiography

Restrictions and Notes:

- When MI 417 is taken concurrently with MI 393 and MI 470, failure of MI 417 will result in automatic failure of MI 393 and MI 470.

MI 471 - Advanced Cardiac-Interventional Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform hands-on practice in cardiac-interventional procedures. The student will obtain advanced clinical experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- MI 395 - Cardiac-Interventional Externship
- MI 419 - Cardiac-Interventional Radiography
- MI 423 - Angiographic and Interventional Procedures

Co-requisites:

- MI 395 - Cardiac-Interventional Externship
- MI 419 - Cardiac-Interventional Radiography

Restrictions and Notes:

- When MI 419 is taken concurrently with MI 395 and MI 471, failure of MI 419 will result in automatic failure of MI 395 and MI 471.

MI 474 - Advanced Pediatric Externship

(Minimum of 180 hours of clinical experience per semester) This advanced externship course will allow the student to perform hands on experience in a pediatric setting. This advanced externship course will focus on the advanced procedures/imaging for pediatrics. The externship will emphasize the unique approach for caring for the pediatric patient in radiology. The advanced externship for diagnostic pediatric imaging will include patient care, principles of ALARA, immobilization techniques, causes and correction measures for artifacts, image archival, operation of imaging equipment for diagnostic, portable, c-arm and fluoroscopic studies. Additional focus will be on fluoroscopic imaging and surgical procedures.

Semester hours: 3

Prerequisites:

- MI 384 - Pediatric Externship

Co-requisites:

- MI 384 - Pediatric Externship

Restrictions and Notes:

- ARRT certification in Radiography, Students must have ARRT certification in radiography and a Nebraska state license prior to externship.

MI 475 - Advanced CT Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform hands-on practice in computed tomography. The student will obtain advanced clinical experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- MI 385 - CT Externship
- MI 416 - Computed Tomography Protocols

Co-requisites:

- MI 385 - CT Externship
- MI 416 - Computed Tomography Protocols

Restrictions and Notes:

- When MI 475 is taken concurrently with MI 416 and MI 385, failure of MI 416 will result in automatic failure of MI 385 and MI 475.

MI 476 - Advanced MRI Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform hands-on practice in magnetic resonance imaging. The student will obtain advanced clinical experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- MI 386 - MRI Externship

Co-requisites:

- MI 386 - MRI Externship

MI 478 - Advanced Mammography Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform hands-on practice in mammography. The student will obtain advanced clinical

experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- MI 388 - Mammography Externship
- MI 427 - Mammography

Co-requisites:

- MI 388 - Mammography Externship
- MI 427 - Mammography

Restrictions and Notes:

- When MI 478 is taken concurrently with MI 427 and MI 388, failure of MI 427 will result in automatic failure of MI 388 and MI 478.

MI 481 - Advanced Bone Densitometry Externship

(Minimum of 180 hours of clinical experience per semester) The student will perform clinical hands-on practice in bone densitometry. The student will obtain advanced clinical experience and will be required to demonstrate competency for numerous examinations within the specialty area, focusing on both routine and advanced procedures.

Semester hours: 3

Prerequisites:

- MI 391 - Bone Densitometry Externship
- MI 432 - Bone Densitometry

Co-requisites:

- MI 391 - Bone Densitometry Externship

Restrictions and Notes:

- When MI 481 is taken concurrently with MI 432 and MI 391, failure of MI 432 will result in automatic failure of MI 391 and MI 481.

MI 492 - Independent Studies in Medical Imaging

Study directed by a faculty person on a topic of the student's interest and the faculty member's expertise.

Semester hours: 0

Restrictions and Notes:

- Permission by instructor required

RT 101 - Introduction to Radiography

(Two hours theory per week) This course is designed to provide the student with information regarding the radiography profession. Cognitive information related to ethics, law, radiation protection and basic departmental procedures are presented to ensure safe clinical practice. Professional development and lifelong learning will be emphasized by introducing the students to various organizations and agencies.

Semester hours: 2

RT 105 - Patient Care and Lab

(Two hours theory and one hour laboratory per week) This course presents the theoretical base for patient care skills and techniques unique to professional radiographers. This course acquaints students with essential patient care topics such as diversity and ethical considerations, effective communication with various patient types, safe transport of patients, assessment of vital signs, current information on infection control, pharmacology and contrast media as they pertain to radiography, venipuncture, medical emergencies, and CPR standards. Laboratory experiences will expand these theoretical foundations by incorporating psychomotor skills in a simulated and/or actual clinical setting. Student engagement will be emphasized using a required service experience. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

RT 110 - Radiographic Procedures I and Lab

(Three hours theory and two hours laboratory per week) This course is the first part of a three-fold radiographic procedures course. Part I of this course is designed to provide the students with the necessary theory, concepts and psychomotor experiences needed to perform specific diagnostic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques and critique of radiographic images are presented in this course. The body areas to be addressed in Part I include upper extremities, shoulder girdle, lower extremities, pelvis, chest, bony thorax, abdomen and spine.

Semester hours: 4

Prerequisites:

- BI 211 - Human Anatomy - Lecture and Lab

RT 120 - Radiographic Exposures I and Lab

(Three hours theory and one hour laboratory per week) This two-fold course focuses on the theory, application and evaluation of the instrumentation and operation of radiographic equipment. Part I emphasizes the factors that produce and control radiographic images. Digital technology will be covered.

Semester hours: 4

RT 125 - Radiographic Exposures II and Lab

(Three hours theory and one hour laboratory per week) Part II is a continuation of RT 120 and emphasizes the various equipment and electronics involved in the production, use, control and evaluation of radiographic images. Darkroom processing and quality control will be explored.

Semester hours: 4

Prerequisites:

- RT 120 - Radiographic Exposures I and Lab

RT 140 - Radiographic Procedures II and Lab

(Three hours theory and four hours laboratory per week)This course is the second part of a three-fold radiographic procedures course. Part II continues with headwork and the student will also be introduced to contrast and/or fluoroscopic procedures that evaluate the biliary system, upper and lower gastrointestinal system and urinary system. Various contrast and other pharmacological agents utilized in the above exams will also be discussed.

Semester hours: 4

Prerequisites:

- BI 213 - Human Physiology - Lecture and Lab
- RT 110 - Radiographic Procedures I and Lab

Co-requisites:

- BI 213 - Human Physiology - Lecture and Lab

RT 246 - Radiographic Procedures III and Lab

(Two hours theory and five hours laboratory per week) This course is the third part of a three-fold radiographic procedures course. Part III provides the student with an understanding of the more advanced and complex diagnostic procedures associated with a diverse patient population, pediatrics, trauma and surgical exams that include the use of a portable x-ray unit and c-arm. Clinical preparation will also be included in this course.

Semester hours: 3

Prerequisites:

- RT 110 - Radiographic Procedures I and Lab
- RT 140 - Radiographic Procedures II and Lab

RT 250 - Radiographic Pathology

(Two hours theory per week) The course presents principles of pathology and the radiographic appearances of specific diseases. An understanding of disease processes can aid the technologist in selecting proper techniques and in determining the need for repeating a radiograph that might be acceptable under different circumstances. This knowledge will aid the Radiologic Technologist to become a more competent professional and a contributing member to the diagnostic imaging team.

Semester hours: 2

RT 260 - Radiation Physics

(Two hours theory per week) This course is an in-depth study of the physics and electronics involved in the production, use and control of the various electromagnetic energies used in medical and diagnostic applications. The students will benefit from studying, examining and manipulating actual equipment components that facilitate comprehension of difficult concepts and applications.

Semester hours: 2

RT 265 - Clinical Experience I

(Average of 20 hours clinical experience per week for 12 weeks) This course provides the student the opportunity to apply concepts learned in their first year of coursework in the performance of radiologic activities in the clinical setting. The student will be required to prove competency in prescribed examinations.

Semester hours: 4

RT 271 - Radiation Biology

(Three hours theory per week) This course is a study and analysis of the effects of various types of electromagnetic radiations and their effects on living tissues. The students will learn why they should and how they can protect themselves, their patients and others from various forms of ionizing radiation used in diagnostic and therapeutic medical applications.

Semester hours: 3

RT 275 - Clinical Experience II

(32 hours clinical experience per week for 15 weeks) This course is a continuation of RT 265. The students will begin to refine skills learned in the previous clinical course, while expanding their expertise with additional procedures. The student will be expected to become more independent in performing imaging procedures. Additional competencies and re-checks will be required in prescribed examinations.

Semester hours: 8

Prerequisites:

- [RT 265](#) - Clinical Experience I

RT 285 - Clinical Experience III

(30 hours clinical experience per week for 11 weeks and 30 hours classroom instruction for one additional week) This course is a continuation of RT 275 and provides the student the opportunity to exercise independent judgment and discretion in the technical performance of medical imaging procedures. Students are expected to complete all required competencies in this rotation. The final section of clinical education ensures that the student is ready for employment. At the end of the clinical experience, all students are required to attend on-campus review sections (1 week/6 hours per day) that will prepare them for the ARRT examination. The required one-week review session will be utilized in calculating the cognitive portion of the student's grade for RT 285.

Semester hours: 6

Prerequisites:

- [RT 265](#) - Clinical Experience I
- [RT 275](#) - Clinical Experience II

Professional Development

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For assistance and/or more information about programs offered, please contact professionaldevelopment@clarksoncollege.edu.

Introduction

The Clarkson College Professional Development office is dedicated to assisting health care professionals in their pursuit of lifelong learning.

Professional Development encompasses a broad spectrum of programs and courses, intended for adult learners. It involves developing an individual's knowledge, skills and attitudes to ensure that they can work confidently and effectively.

Learning activities may include non-degree career training, skill development for maintaining a specific career path and post graduate continuing education. These activities are intended to build on the educational and experiential bases of individuals. They are designed to enhance practice, education, administration, and further research or theory development with the goal of improving the health of the public.

The Professional Development office seeks to provide leadership to help establish and support the development of the following objectives:

- Sustaining learner attitudes on the value of lifelong learning.

- To provide College-sanctioned continuing education activities that meet accreditation standards established by sponsoring professional societies and organizations so as to contribute to the progress, maintenance and enhancement of competent practice.
- Design, implement, evaluate, direct and administer the Nurse Refresher, Nurse Aide and Medication Aide courses.
- Assisting College faculty, staff and alumni in promoting professional growth and advancing career goals.
- Collaborating with our constituencies to expand their knowledge base and stay relevant in the changing world of health care services.

Allied Health Continuing Education

The consistent development and delivery of quality continuing education programs that are relevant to allied health professionals and demonstrate a commitment to lifelong learning are offered. Theory, skills and practical application in a variety of topics are provided for the areas of Radiography, Medical Imaging and Physical Therapy.

Continuing Nursing Education

Continuing nursing education within Professional Development will contribute to the refinement, enhancement and maintenance of competence in nursing practice, theory, research, administration and nursing education. It will be planned, implemented and evaluated according to perceived, observed and/or documented needs. It should support professional and personal growth, further the nursing profession and promote self-directed learning. It will provide opportunity for increasing competence, improving patient outcomes and assisting nursing professionals, in a variety of nursing settings to expand their professional expertise. Finally, it will be innovative, anticipating change in health care systems, technologies and society.

Continuing nursing education programs may include both theory and practice. Innovative practice, in accordance with established adult education principles, will be employed and learners will be encouraged to be actively involved in the learning process. Continuing nursing education will be planned to meet a variety of learning style needs, by providing stimulating, topical, informative and participatory learning experiences. Continuing nursing education will be delivered through convenient, affordable methods and systems to reduce barriers in attendance.

Clarkson College is an approved provider of continuing nursing education by the Midwest Multistate Division, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Health Information Management Continuing Education

Continuing education is offered online, on-site to advance an individual's career and knowledge in the Health Information Management (HIM) field. Courses are developed, implemented and evaluated to improve personal and professional growth

and advancement. Theory, skills and practical application are provided to enhance competence in all aspects of health care business. Courses are appropriate for billers, coders, auditors, compliance officers, non-physician providers, managers and directors.

Programs Offered Through Professional Development

NR 100 LPN Refresher Course Theory
NR 101 LPN Refresher Course Skills Lab
NR 102 LPN Refresher Course Clinical Rotation

NR 200 RN Refresher Course Theory
NR 201 RN Refresher Course Skills Lab
NR 202 RN Refresher Course Clinical Rotation

A course of study is offered for nurses who have inactive or lapsed nursing license status and desire to return to clinical practice. The Nurse Refresher course is not classroom-based. The theory portion of the course is completed through access to an on-line learning management system. In addition, participants complete an on-campus skills lab day and a clinical rotation at a local medical facility.

NA 103 Adult Abuse and Neglect course

This course provides updated information for mandatory responders regarding the regulations and statutes in Nebraska pertaining to adult abuse and neglect. It covers topics such as causes of abuse and neglect, prevention and how to report to the appropriate authorities. It is available on-line. The requirements for successful completion are:

- The learner must listen to the entire class presentation.
- The learner must spend a minimum of 60 minutes participating in the class.
- The learner must complete the 25 question test at the conclusion of this course and score an 80% or better.

NA 100 Nurse Aide (CNA) course

Regularly scheduled courses are offered which provide training for the non-licensed individual to provide safe, effective and caring services to patients, residents and clients in many health care settings. Courses are approved by the Nebraska Department of Health and Human Services (NDHHS). Students successfully completing the course receive a certificate of completion from Clarkson College and may qualify for placement on the State of Nebraska Nurse Aide Registry. Courses are offered in Omaha both during the day and during the evening. College credit is not provided for this course.

Prerequisites:

- 16 years of age,
- Ability to read, speak and understand the English language,
- Be in good health and able to lift 50 lbs.

Applicants need to be aware of the eligibility requirements for placement on the state registry and/or for employment. Persons with a criminal record, substance abuse problems or health problems that would interfere with safe practices may be ineligible for placement on the state registry or for employment.

NA 101 and NA 102 Nurse Aide Competency Examinations

Individuals who meet the NE Department of Health & Human Services requirements for reinstatement of their placement on the Nurse Aide registry may complete either the written and/or clinical competency examinations through Clarkson College. Sessions are held on a regular basis during the week, in the evening and on Saturday.

NA 105 Restorative Aide Online Course

Individuals who are currently working as nurse aides have the ability through the Restorative Aide Online Course to increase their skills and learn how to assist a resident in achieving and maintaining optimal physical, mental and psychosocial function. The Restorative Aide course is offered online over a two (2) week period. There are online lectures, reading, discussions, assignments and tests with due dates. There is no required textbook. Students may work at their own pace on their own schedule.

NA 104 Nurse Aide Skills Review Session

A Skills Review Session provides an individual with the opportunity to work with a Nurse Aide Instructor and review skills in the hands-on environment of the nurse aide classroom and laboratory. In the three and one-half hour session, students are able to review and practice skills pertinent to the nurse aide role and receive guidance to assist them in successful completion of the Nurse Aide Skills Competency Examination. This is a review session; not all nurse aide course material is covered, nor is any guarantee given that participation will ensure passing the state examinations.

MAC 105 Medication Aide (40 hour) Online + Lab course (CMA)

This course meets State of Nebraska requirements for 40 hour training of individuals to provide medications in nursing homes, assisted living centers, ICF-MR, schools, child care settings or patient homes. A medication aide is trained to work under direct supervision of a caretaker or a licensed health care professional. They provide routine medications by the oral, inhalation, topical and instillation routes when appropriate direction and monitoring is provided. The State of Nebraska Medication Aide written examination is handled outside the scope of this course. College credit is not provided for this course.

Prerequisites:

- Must be able to read, speak and write English.
- Competent in basic mathematics skills.
- High school diploma or successful completion of the general education development (GED) test.

- Must be 18 years of age or older.

Applicants need to be aware of the eligibility requirements for taking the state certification testing and employment. Persons with a criminal record, substance abuse problems or health problems that would interfere with safe practices may be ineligible for state testing and/or employment.

It is highly recommended that individuals complete a nurse aide course or have prior healthcare experience prior to taking the Medication Aide Online + Lab course. Many employers may require an individual to be a Nurse Aide (CNA) before allowing them to function as a Medication Aide.

The theory portion of the course is provided online over a period of 28 days. There are three mandatory scheduled in-person lab sessions that occur once per week on the Clarkson College campus.

Students must complete assignments, log on to the online course, participate in class discussion boards and complete written assignments and tests on time.

Students who successfully complete the course, lab sessions and competency assessment will receive a certificate of completion and qualify to take the Nebraska Department of Health and Human Services Medication Aide written examination.

MAC 101 Medication Aide Competency Assessment

Medication aides, child care providers and staff members of schools must demonstrate competency in the provision of medication. Prior to reinstatement of a Medication Aide 40 hour on the Nebraska Medication Aide registry, documentation must be submitted to the Nebraska Department of Health & Human Services regarding demonstration of competency in provision of medication. Individuals may complete this Competency Assessment through Clarkson College.

MAC 104 Medication Aide Skills Review Session

A Skills Review Session provides an individual with the opportunity to work with a Medication Aide Instructor and review skills in the hands-on environment of the classroom and laboratory. In the three and one-half hour session, students are able to review and practice skills pertinent to the medication aide role and receive guidance to assist them in successful completion of the Medication Aide Competency Assessment. This is a review session; not all medication aide course material is covered, nor is any guarantee given that participation will ensure passing the competency assessment.

Life Support Courses

Clarkson College is an approved American Heart Association (AHA) Training Center. AHA Certification Courses are designed to teach health care professionals and non-

health care professionals the skills of Basic Life Support (CPR) and relief of foreign body airway obstruction and the use of an external defibrillator (AED).

AHA two-year certification courses are intended for those who must meet licensure or credentialing requirements. However, certified or non-certified individuals are eligible to enroll in the AHA Basic Life Support and First Aid courses. The Advanced Cardiovascular Life Support Course is for those will provide their knowledge and skills for the patient in critical care within the first 10 minutes of cardiac arrest.

LS 105 Basic Life Support for the Healthcare Provider

The BLS for the health care provider course teaches CPR skills for helping victims of all ages (including doing ventilation with a barrier device, a bag-mask device and oxygen); use of an automated external defibrillator (AED); and relief of foreign-body airway obstruction (FBAO). It's intended for participants who provide health care to patients in a wide variety of settings, including in-hospital and out-of-hospital for certified or noncertified, licensed or non-licensed health care professionals. Upon successful completion of the written examination, and demonstration of skills learned the course participant will receive a two-year American Heart Association (AHA) certification ecard.

Health care provider courses are offered regularly at the Clarkson College campus. The staff will also make arrangements with organizations and businesses to provide training on-site (dependent upon instructor availability).

LS 102 Heartcode BLS Online and Testing

Individuals who have completed the Heartcode BLS online course can schedule skills testing session through Clarkson College Professional Development.

LS 051 Family & Friends CPR AED

This American Heart Association, Instructor led course is designed to teach small or large groups of lay rescuers the basics of CPR, AED use; and relief of choking. Students receive a participation card, there is not a certification provided for this course.

LS 095 Heartsaver First Aid CPR AED Course

The Heartsaver First Aid CPR AED course provides the skills to effectively assess and maintain life from the critical minutes immediately following an emergency, until the arrival of emergency medical services personnel. The course also provides corporations with a complete health and safety training solution for First Aid, CPR and AED. A two year certification is provided upon successful completion of this 2 hour course.

LS 200 Advanced Cardiovascular Life Support (ACLS): Initial
LS 201 Advanced Cardiovascular Life Support (ACLS): Renewal

The American Heart Association's Advanced Cardiovascular Life Support course is for health care providers who direct or participate in the resuscitation of a patient, whether in or out of hospital. Through the ACLS course, providers will enhance their skills in the treatment of the adult victim of a cardiac arrest or other cardiopulmonary emergencies. ACLS emphasizes the importance of basic life support CPR to patient survival; the integration of effective basic life support with advanced cardiovascular life support interventions; and the importance of effective team interaction and communication during resuscitation.

ACLS is based on simulated clinical scenarios that encourage active, hands-on participation through learning stations where students will practice essential skills individually, as part of a team, and as team leader. Realistic simulations reinforce the following key concepts: proficiency in basic life support care; recognizing and initiating early management of peri-arrest conditions; managing cardiac arrest; identifying and treating ischemic chest pain and acute coronary syndromes; recognizing other life-threatening clinical situations (such as stroke) and providing initial care; ACLS algorithms; and effective resuscitation team dynamics.

LS 280 Advanced Cardiovascular Life Support for the Experienced Provider

The ACLS course for experienced providers utilizes learning stations, and active participation in discussion and case studies facilitated by an instructor to provide advanced skill training in cardiovascular life support. There are pre-course admission requirements. This course is offered on a limited basis, please contact Professional Development for additional details.

LS 301 Pediatric Advanced Life Support (PALS): Initial
LS 302 Pediatric Advanced Life Support (PALS): Renewal

The purpose of the American Heart Association Pediatric Advanced Life Support (PALS) course is to educate healthcare professionals who respond to emergencies involving children and infants. This course is offered as an instructor led, video based course. Throughout the course students will participate in scenario based training to improve skill proficiency. Upon successful completion the participant will receive an AHA 2 year certification ecard.

Student Resources

Academic Advising

Each student at Clarkson College is assigned an academic advisor. The advisor provides assistance with course selections, graduation requirements and program progression. Advisors may also provide academic, personal and career assistance. After admission to the College, students meet with their advisor to initially register for classes. Each semester thereafter, students maintain regular contact with their

academic advisor each term. Advisors also encourage students to use their student success guide in Canvas and all resources online and on campus in the Student Success Center.

Academic Calendar

Clarkson College publishes academic calendars two years in advance. This section gives you access to these calendars.

August 2020

28 Fall Undergraduate Orientation for New Students

31 Fall Semester Begins

31 Health Care Administration 1st - 6 week Session Begins

September 2020

4 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees

7 Labor Day (No Classes, College Closed)

17 Constitution Day

18 Tuition and Fees Payment Due Date

21-25 Clarkson College Spirit Week

25 Alumni CEU Event

October 2020

2-3 Graduate Weekend (NS 830)

9 Health Care Administration 1st - 6 week Session Ends

12-16 Fall Mid-Term Exams

19 Health Care Administration 2nd - 6 week Session Begins

20 Fall Mid-semester Grades Due

23 Last day to withdraw a course with a "W" (Withdrawal) Grade

November 2020

6 Deadline for Spring 2021 Graduation Application

27 Health Care Administration 2nd - 6 week Session Ends

26-27 Thanksgiving Holiday (No Classes, College Closed)

December 2020

4 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

11 Fall Semester Ends

12 Fall Graduation

10–20th Academic Travel Partnership

15 Final Grades Due For Fall Semester

24-31 Christmas Holiday (College Closed)

January 2021

1 Holiday (College Closed)

8 Spring Undergraduate Orientation New Students

11 Spring Semester Begins

11 Health Care Administration 1st - 6 week Session Begins

15 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

18 Martin Luther King, Jr. Day Observed (No Classes, College Closed)

29 Tuition and Fees Payment Due Date

February 2021

5-6 Graduate Weekend (NS 830)

19 Health Care Administration 1st - 6 week Session Ends

22-26 Spring Mid-Term Exams

March 2021

1 Health Care Administration 2nd - 6 week Session Begins

2 Spring Mid-semester Grades Due

5 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

8-12 Spring Break Faculty off campus (No Classes, College Open)

26 Deadline for Summer 2021 Graduation Application

April 2021

2 Good Friday (No Classes, College Closed)

9 Health Care Administration 2nd - 6 week Session Ends

23 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

30 Spring Semester Ends

May 2021

1 Spring Graduation

2 - 13 Academic Travel Traditional

4 Final Grades Due For Spring Semester

10 Health Care Administration 1st - 6 week Session Begins

12 Faculty Report

14 Summer Undergraduate Orientation New Students

17 Summer Session Begins

21 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

31 Memorial Day Observed (No Classes, College Closed)

June 2021

4 Tuition & Fees Payment Due Date

11-12 Graduate Weekend (NS 830)

11 Deadline for Fall 2021 Graduation Application

18 Health Care Administration 1st - 6 week Session Ends

21-25 Summer Mid-Term Exams

28 Health Care Administration 2nd - 6 week Session Begins

29 Summer Mid-semester Grades Due

July 2021

2 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

5 Independence Day Observed (No Classes, College Closed)

30 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

30 Graduating Students; Summer Grades Due

August 2021

6 Summer Semester Ends

6 Health Care Administration 2nd - 6 week Session Ends

7 Summer Graduation

10 Final Grades Due For Summer Semester

27 Fall Undergraduate Orientation for New Students

30 Fall Semester Begins

30 Health Care Administration 1st - 6 week Session Begins

September 2021

3 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees

6 Labor Day (No Classes, College Closed)

17 Constitution Day

17 Tuition and Fees Payment Due Date

20-24 Clarkson College Spirit Week

24 Alumni CEU Event

24-25 PTA Online Transfer Skills Weekend

24-25 Graduate Weekend (NS 830)

October 2021

8 Health Care Administration 1st - 6 week Session Ends

11-15 Fall Mid-Term Exams

18 Health Care Administration 2nd - 6 week Session Begins

19 Fall Mid-semester Grades Due

22 Last day to withdraw a course with a "W" (Withdrawal) Grade

22-23 PTA Online Transfer Skills Weekend

November 2021

5 Deadline for Spring 2022 Graduation Application

12-13 PTA Online Transfer Skills Weekend

26 Health Care Administration 2nd - 6 week Session Ends

25-26 Thanksgiving Holiday (No Classes, College Closed)

December 2021

3 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

3 Graduating Students; Fall Grades Due

10 Fall Semester Ends

10-11 PTA Online Transfer Skills Weekend

11 Fall Graduation

10-20 Academic Travel Partnership

14 Final Grades Due For Fall Semester

24- Jan 3 Christmas Holiday (College Closed)

January 2022

7 Spring Undergraduate Orientation New Students

101 Spring Semester Begins

10 Health Care Administration 1st - 6 week Session Begins

14 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

17 Martin Luther King, Jr. Day Observed (No Classes, College Closed)

28 Tuition and Fees Payment Due Date

February 2022

4-5 Graduate Weekend (NS 830)

4-5 PTA Online Transfer Skills Weekend

18 Health Care Administration 1st - 6 week Session Ends

21-25 Spring Mid-Term Exams

25-26 PTA Online Transfer Skills Weekend

28 Health Care Administration 2nd - 6 week Session Begins

March 2022

1 Spring Mid-semester Grades Due

4 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

7-11 Spring Break Faculty off campus (No Classes, College Open)

25 Deadline for Summer 2022 Graduation Application

31 PTA Online Transfer Skills Weekend

April 2022

1 PTA Online Transfer Skills Weekend

8 Health Care Administration 2nd - 6 week Session Ends

15 Good Friday (No Classes, College Closed)

22 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

22 Graduating Students; Spring Grades Due

29 Spring Semester Ends

29-30 PTA Online Transfer Skills Weekend

30 Spring Graduation

May 2022

1-12 Academic Travel Traditional

3 Final Grades Due For Spring Semester

9 Health Care Administration 1st - 6 week Session Begins

13 Summer Undergraduate Orientation New Students

16 Summer Session Begins

20 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

30 Memorial Day Observed (No Classes, College Closed)

June 2022

3 Tuition & Fees Payment Due Date

4-5 PTA Online Transfer Skills Weekend

10-11 Graduate Weekend (NS 830)

10 Deadline for Fall 2022 Graduation Application

17 Health Care Administration 1st - 6 week Session Ends

20-24 Summer Mid-Term Exams

24-25 PTA Online Transfer Skills Weekend

27 Health Care Administration 2nd - 6 week Session Begins

28 Summer Mid-semester Grades Due

July 2022

1 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

4 Independence Day Observed (No Classes, College Closed)

29 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

29 Graduating Students; Summer Grades Due

29-30 PTA Online Transfer Skills Weekend

August 2022

5 Summer Semester Ends

5 Health Care Administration 2nd - 6 week Session Ends

6 Summer Graduation

9 Final Grades Due For Summer Semester

26 Fall Undergraduate Orientation for New Students

29 Fall Semester Begins

29 Health Care Administration 1st - 6 week Session Begins

Computer Equipment Recommendations

Computer access is required for successful completion of work at Clarkson College. Information can also be located in the Student Success Guide on the Canvas platform.

Computer Hardware – Internet access is required

	Minimum	Recommended
RAM	4 GB	8 GB or higher
Operating System	Windows 10 or Mac OS X	Current/mainstream version of Windows 10 Home, Windows 10 Pro or Mac OS X (Windows 10S is not supported.)
Sound Card with Speakers	Any	Any
Microphone	Any	Any
Printer	Any	Any
DVD/CD Player	Any	Writeable
Webcam	1.3 MB	2.0 MB
Internet Access	Broadband (Cable, DSL, etc.)	Broadband (Cable, DSL, etc.)
Wireless	Dual Band (2.4 GHz and 5 GHz with 802.11n or 802.11ac or better	
CPU	Intel Core i3/i5/i7 or AMD A10 or better	
Solid State Drive (SSD)	128 GB or higher	

Computer Software - Clarkson College **only** accepts documents in Microsoft Office compatible formats (.doc, .docx, .xls, .xlsx, ppt., .pptx)

Microsoft Office (Required)	Latest version of Microsoft Office	Latest version of Microsoft Office (Free for Clarkson College

(Word Processor, Spreadsheet, Presentation)		students through Office 365)
Database*	Access 2013	Access 2016
Internet Browser (Required)	Latest version of Chrome, Firefox, Safari, Edge (Chrome is the preferred web browser for Canvas)	
Media Players (Required)	Latest version of Adobe Flash Player, Windows Media Player, QuickTime, Java	
Other Plug-ins (Required)	Latest version of Adobe Reader	
LockDown Browser and Respondus Monitor (Per instructor request)	Free download available from the Canvas Help section.	

Access to the Following Equipment may be Required

Fax, Camcorder, DVD player

* Database: Microsoft Access is required for some programs. Mac users may need to use a Windows PC for Microsoft Access assignments as it is not available on the Mac platform. The free Office 365 Pro Plus download for students contains Microsoft Access for Windows.

NOTE: If you are administratively withdrawn from classes due to non-compliance of equipment requirements, you may be required to pay outstanding tuition. You may also lose financial aid, you may not receive a refund, and/or you may receive a grade of WF for all classes in which you are registered.

New on-campus students are required to purchase a laptop.

Laptop Requirements:

https://www.clarksoncollege.edu/students/laptop-requirements/

Online Services

Self-Service

Self-Service allows you to register for courses, process schedule changes, view grades, your unofficial transcript, and more. Self-Service account is created for new students after they have been accepted and deposited. Self-Service is directly connected to the system used by the Registrar's office and therefore is updated simultaneously to provide the most up-to-date information available.

Student E-mail Accounts

All enrolled students are automatically given an e-mail account for educational purposes. This system is a web-based e-mail system that can be accessed through any Internet connection via the College website. This system can be accessed at home, work or on campus. If you have questions regarding your student e-mail account, please contact the IT Help Desk at 402.552.3911.

Student Organizations and Activities

Student organizations are an important part of the Clarkson College community. They provide leadership opportunities, personal and professional growth and the advantage of participating in events. Students are encouraged to participate in student organizations to enhance their Clarkson College experience. Organizations are recognized through the Student Government Association (SGA). If you would like to form a student organization, contact SGA at SGA@clarksoncollege.edu.

- Honor Societies
- Student Government Association
- Student Ambassadors
- Physical Therapist Assistant Student Association
- Radiologic Technology Student Association
- Student Nurse Association
- Campus Crusade
- Students for Mature & Responsible Choices
- Residence Hall Council

Honor Societies

Delta Chapter of Lambda Nu

Lambda Nu Honor Society was developed in January 2003. It was designed to recognize students who have demonstrated superior academic performance and who have distinguished themselves as clinical scholars and leaders within the Radiography program.

Omicron Epsilon Chapter of Sigma Theta Tau International Honor Society

The Honor Society of Nursing was chartered as Omicron Epsilon, the 363rd Chapter of Sigma Theta Tau International Honor Society of Nursing, on April 4, 1998. Undergraduate students, graduate students and nurse leaders have been recognized for their academic excellence and leadership with induction into Omicron Epsilon. Together, the members seek to acknowledge excellence, promote leadership, advance nursing knowledge, encourage research use and foster high professional standards. For

more information regarding the eligibility requirements, visit the [Honors Societies](#) page on the College website.

National Society of Leadership & Success (Sigma Alpha Pi Chapter)

The Clarkson College chapter of National Society of Leadership & Success (NSLS) Sigma Theta Tau Chapter is an honor society providing professional leadership training to its members. Benefits of membership include success networking teams, success coaches, scholarships, a personalized letter of recommendation, an online job bank, honor cords and stoles, among others. Undergraduate and graduate students with a GPA of 3.0 or higher are invited to join. Membership invitations are sent and orientation sessions are scheduled at the beginning of the fall and spring semesters. For more information, e-mail SLS@clarksoncollege.edu.

*If you are interested in getting involved or learning more about any of the organizations above, visit the [Honors Societies](#) page on the Clarkson College website.

Student Government Association

Student Government Association (SGA) represents the student body as the "official" voice at Clarkson College. The main focus of the organization is to serve as a communication link between students and the College community. It provides opportunities for leadership development and work to improve the quality of student life. All students are invited to join SGA and participate in the activities the group hosts. The SGA office is located in the Student Center on the first floor. If you are interested in getting involved or learning more about this organization, visit the [Student Organizations](#) page on the College website.

Students cannot solicit funds outside of recognized Clarkson College student organizations. Refer to Service and SGA guidelines.

Student Ambassadors

The Student Ambassador program is designed to provide student leaders an opportunity to play an integral role in recruiting new students and promoting the benefits of Clarkson College. They work with the Admissions office on various events and activities throughout the year. They receive a scholarship each semester for their service. Contact the [Admissions office](#) if you are interested in the Student Ambassador experience.

Physical Therapist Assistant Student Association

The Physical Therapist Assistant Student Association (PTASA) is open to all students enrolled in the Physical Therapist Assistant program. This organization is designed to encourage students to participate in professional and community activities that are educational and allow students an opportunity to promote their profession. Contact Jessica Niemann for more information.

Radiography Student Association

Radiography Student Association (RSA) is the pre-professional organization for students enrolled in the Radiography or Medical Imaging programs at Clarkson College. This organization encourages student involvement in professional activities and promotes professional development at local, regional and national levels.

Kelly Eaton
EatonKelly@clarksoncollege.edu
Trish Weber
WeberTrish@clarksoncollege.edu

Student Nurses Association

Student Nurses Association (SNA) is the professional organization for students enrolled in undergraduate nursing classes at Clarkson College. It encourages students' involvement in professional and community activities, as well as professional development.

The Student Nurses Association is recognized as a constituent of the National Student Nurses Association (NSNA). Membership dues in NSNA include several benefits and entitle a student to belong to the local chapter as well. Students who wish to forego NSNA membership are eligible for local membership at a nominal fee.

Valerine King
KingValerine@clarksoncollege.edu

Campus Crusade

Campus Crusade (CRU) is a non-denominational Christian group that provides an opportunity for students to grow spiritually through fellowship, worship and service. Meetings are casual and offer a discussion group for individuals to share their thoughts about various Christian beliefs.

Students for Mature & Responsible Choices

The committee for Mature and Responsible Choices (MARC) is committed to helping students at Clarkson College make informed choices when they choose to use alcohol. The MARC committee is tasked with creating events and literature to inform students about the real versus the perceived alcohol use norms on campus. The group provides outreach education to other organizations, such as high schools and civic clubs. For more information about MARC or to attend an upcoming meeting, email the Student Support Team at studentsupportteam@clarksoncollege.edu.

Residence Hall Council

The Residence Hall Council (RHC) is the governing body for students living on campus in the Clarkson College Residence Hall. It fosters a community that is the voice of residents and promotes resident involvement in the Residence Hall and on

campus. Members of RHC must be current residents. To find out more information, email housing@clarksoncollege.edu.

Veteran Services

Clarkson College is committed to assisting all students who are eligible to receive Veterans Administration education entitlements. Our VA Certifying Official is available to assist in the application process and other activity unique to Veterans Administration requirements. Inquiries concerning eligibility and pay should be made by the student directly to the Regional Veterans Administration office by calling 888.442.4551.

Veterans Education Benefits

Clarkson College is an approved institution for federal education benefits through the U.S. Department of Veterans Affairs (VA) and committed to assisting all students who are eligible to receive Veterans Administration educational entitlements. We welcome all veterans and their eligible dependents.

We are pleased to participate in the Yellow Ribbon Program for eligible students. A student must meet the academic requirements for admission and enrollment.

It is the student's responsibility to apply for VA Education Benefits at:
www.gibill.va.gov
If transferring benefits from another institution, form 22-1995: Request for Change of Program or Place of Training must be completed.

After admission to Clarkson College, the student must complete the Enrollment Certification Information Form and submit a copy of the "Certificate of Eligibility" (or Notice of Basic Eligibility) received from the VA. Submit to:

Clarkson College - Veterans Services
101 South 42 Street, Omaha, NE 68131
PH 402.552.2746 **FX** 402.552.6165
studentaccounts@clarksoncollege.edu

Upon receipt of both documents, Clarkson College will certify enrollment for the upcoming term to the VA. Submission of enrollment for subsequent terms will continue until the student either completes their program, is no longer enrolled or their education benefits expire.

The Veterans Benefits and Transition Act of 2018-Section 103

As pursuant with the Veterans Benefits and Transition Act of 2018, a covered individual* will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a **Certificate of Eligibility** for entitlement to educational assistance.

Clarkson College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities. Clarkson College will also not require a Chapter 31 or Chapter 33 recipient to borrow additional funds to cover

the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U. S. Department of Veterans Affairs.

To qualify for this provision, the covered individual may be required to produce the VA's Certificate of Eligibility by the first day of class, provide written request to be certified, provide additional information needed to certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

This provision will end when payment for the course of education has been received by Clarkson College or 90 days after the date Clarkson College has received the Certificate of Eligibility and has certified tuition and fees for the course of education, whichever is earlier.

Covered Individual - defined as any individual who is entitled to education assistance under the US Department of Veterans Affairs(VA) Vocational Rehabilitation and Employment (Ch.31), or Post 9/11 GI Bill® (Ch. 33) benefit.

Additional Information & Resources

For information pertaining to your VA education benefits, contact the VA at: www.gibill.va.gov or 1.888.GIBILL1 (1.888.442.4551). On-campus assistance and information may be obtained from our Military and Veteran Liaison:

Beckie Humanik
Student Accounts Coordinator and VA Certifying Official
Clarkson College
Student Services Suite, First Floor Clarkson College
PH 402.552.2746 **FX** 402.552.6165
humanikbeckie@clarksoncollege.edu

Technology Resources

Students have access to computers in the Computer Laboratory, Success Center and Library. Interactive technologies provide unique learning opportunities for students. Wireless Internet access is available campus-wide. Refer to the Student Success Guide for computer and other technology requirements.

Writing Lab

The Clarkson College Writing Lab is a resource for all undergraduate and graduate students—both on campus and online. The Writing Lab serves as a welcoming space for students to receive help on their writing and revisions. If a student is unsure how to begin a paper, how to write a thesis, how to organize their ideas, how to articulate their ideas, how to apply APA style, or if they simply want a second pair of eyes to look over their essay, the Writing Lab can help with all of this and more. The Writing Lab emphasizes the process of writing; rather than correct, edit, or proofread, Writing Lab tutors work *with* writers to build their confidence with writing, as well as to provide them with the skills needed to revise and edit their own writing. To learn more about the hours of operation and scheduling appointments please visit https://www.clarksoncollege.edu/

student-life/campus-services/student-success/writing-lab/ or email any questions to writinglab@clarksoncollege.edu.

Academic Success

New Student Orientation

New Student Orientation not only provides new students with information on services provided by Clarkson College, but also gives students a chance to connect with faculty, staff and other students. New undergraduate students are strongly encouraged to attend New Student Orientation. Dates are sent to each new student before the start of the semester.

New graduate online students will be oriented to the College by participating in NS 799 and MB 799. Additional information for new students can also be found on the Clarkson College website.

All students also have access to the Student Success Guide (SSG 101) in the online Learning Management System (Canvas). These modules are available to students as long as students are enrolled in courses at Clarkson College and should be completed during their first semester, ideally before classes begin. The modules contain information relevant to students during their entire program of study, including History of the College, Using Canvas, Student Success, Educational Resources and Academic Programs.

Success Center

The Mission of the Dr. J.W. Upright Success Center is to provide College-based resources and support services to assist students in achieving their academic, professional and personal goals during their time at Clarkson College. The Success Center operates under the philosophy that students, regardless of previous success, can and should become better learners.

Some of the major services offered by the Success Center include: learning styles assessment, counseling, academic skill development, supplemental instruction, tutoring, mentoring, and career services. These are all free services to students.

The Success Center, located on the second floor of the Student Center, also provides individual and group study space and has computers available for students to use. Students are encouraged to take advantage of the Success Center services throughout their collegiate careers. For more information, contact the Success Center at 402.552.2694.

Counseling Services

Clarkson College recognizes that students may struggle with issues such as test anxiety, balancing college, family and work, interpersonal and professional relationships, financial struggles, self-discovery and personal transformation, and more.   The Success Center has a licensed counselor on campus to help students address these areas in a healthy and constructive manner. Students are offered personal and

professional counseling as a support. Each student must complete a brief form and will be provided with information on his or her rights.

Scheduling a Counseling Session

An on campus session can be scheduled by phone, e-mail or in person. On campus appointments can be scheduled by contacting the Success Center Coordinator at 402.552.2694 or 1.800.647.5500 or successcenter@clarksoncollege.edu

Counseling is also available off-campus both within the Omaha area as well as within the vicinity of where the student lives if it is outside the Omaha area through the College's partnership with Arbor Family Counseling. With respect to these off-site counseling services, students are eligible for three free counseling sessions per concern/per year. To make an appointment, contact Arbor Family Counseling at 1.800.922.7379. If a student needs to speak to someone immediately, whether in crisis or for a request for a phone consultation, counselors are available 24 hours a day by calling 1.800.922.7379. This is also a service provided through the College's partnership with Arbor Family Counseling.

Supplemental Instruction (SI)

Supplemental Instruction (SI) improves student success in courses that have proven to be more challenging than others. Student peers (SI Leaders) who have successfully completed the courses lead weekly group review sessions. Sessions use hands on learning activities to discuss learning strategies, study skills and overall understanding of course material. SI session attendance is completely voluntary and confidential. Courses offering SI vary from semester to semester and are open to all students enrolled in those courses—free of charge. For more information visit the supplemental instruction website.

Tutoring

Tutoring is a free service available to all Clarkson College students. Tutoring is offered in the Success Center. For more information visit the tutoring website.

Mentoring Program

First-year students have the opportunity to participate in the Clarkson College mentoring program. This program is designed to provide students with individualized assistance for the transition into college. Mentors fulfill a number of roles, such as knowledgeable sound boards, coaches, supporters, career-building resources, relationship drivers, teachers and confidants. Each student is paired with a faculty or staff member who will serve as a mentor while a student is at Clarkson College. There is no cost for this program, and every incoming student is invited to participate on a voluntary basis. For more information or to sign up for the program, visit the mentoring website or email mentoring@clarksoncollege.edu.

Career Services

Career Services at Clarkson College helps prepare students for their professional job search. Programs that address preparing for a job search, resume writing, interviewing, and other topics in which students have expressed interest, are offered throughout the year. Career Services posts listings for full-time, part-time, healthcare related, and non-healthcare related positions on the bulletin board outside of the Success Center.

Students can also find healthcare listings on the Career Services Website: https://www.clarksoncollege.edu/career-services/

Testing Center

The Testing Center, located on the lower level of the Main Building of the College, provides a convenient, on-campus facility to complete proctored exams as required by many online courses. The Testing Center may also proctor makeup exams for on-campus classes (with prior approval from the specific instructor).

If you live more than 30 miles from the Omaha vicinity and are enrolled in online courses that require proctoring services but are unable to use the Testing Center on the Clarkson College campus, you will need to complete and submit an Off-Site Test Proctor Request form by the end of the first week of classes. Off-site proctors must meet all Testing Center requirements.

Additional information about the Testing Center, including hours of operation, rules and regulations, and how to schedule exams and quizzes is available on the College website. To contact the Testing Center, email testingcenter@clarksoncollege.edu or call 402.552.3034.

Financial Information

Financial Aid & Scholarships

Student Financial Aid Office
101 South 42 Street Omaha, NE 68131-2739
PH 402.552.2749 **TF** 800.647.5500
financialaid@clarksoncollege.edu

Clarkson College Federal School Code: 009862

The mission of the Student Financial Aid department is to provide education, counseling and support services designed to assist students and their families in financing their education at Clarkson College.

Financial aid is money provided by federal, state, institutional and private sources to help students meet expenses while attending college. Financial aid only supports a portion of a student's educational costs. **The student and his or her family are expected to assist in meeting college expenses**.

Clarkson College is committed to providing access to financial assistance for qualified students who, without such aid, would be unable to attend college. Financial assistance includes scholarships, grants, loans and part-time employment which may be offered to students in various combinations, depending upon the student's degree of financial need. Financial need is determined by comparing results of the Free Application for Federal Student Aid (FAFSA) with the total estimated cost of attendance for the academic year. Financial aid received from Clarkson College is intended to supplement student and family resources.

If you would like to explore more after reading this section of the catalog, please visit the [Financial Aid section](#) of our website.

Financial Aid Application Process & Available Programs

Please visit the [Tuition & Financial Aid section](#) of the College website for detailed information regarding the financial aid application process, deadlines and available financial aid programs at Clarkson College.

Financial Aid Eligibility Determination

In order to uniformly determine the need of students applying for financial assistance, all applicants must complete a Free Application for Federal Student Aid (FAFSA) and indicate Clarkson College (**federal school code 009862**) as a recipient of the results. The award year at Clarkson College begins with the fall semester and concludes with the summer semester. If eligible, the student will be offered via official award notification, a financial aid package consisting of one or more types of assistance. The student may accept the aid in total or in part.

To be considered for financial aid, a student must also:

- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Have earned a high school diploma or GED certificate.
- Not be in default on a federal student loan or owe a refund to any federal financial aid program at any institution.
- Have not received a conviction for any offense—during a period of enrollment for which the student was receiving federal financial aid—under any federal or state law involving the possession or sale of illegal drugs.
- Register with the U.S. Selective Service if required to do so.
- Be admitted into an eligible degree-seeking program at Clarkson College.
- Be enrolled in at least half-time (undergraduate students: six credit hours; graduate students: three credit hours) for each semester the student wishes to be considered for financial aid.
- Be enrolled in courses that fulfill the student's degree requirements.
- Submit additional documents or information as requested by the Student Financial Aid department.
- Maintain all Satisfactory Academic Progress requirements each academic term.
- Certify that federal student aid awards will be used only for educational purposes.

Award Notifications

Students who qualify for financial aid and have successfully completed the financial aid application process may view their award notifications online through [My Financial Aid](#) (accessed through the Clarkson College website). My Financial Aid access instructions, log-on ID information and instructions on how obtain your password will be sent to the student the first time financial aid is awarded from Clarkson College. The

student's financial aid counselor will send the student notifications of subsequent and revised awards.

My Financial Aid allows the student to view, accept or decline awards and to receive specific information about award offers. The student must accept financial aid award offers through My Financial Aid before the aid can be disbursed. The student also has the option to decline awards or reduce student loan award offers.

Disbursement of Financial Aid

Financial aid will be applied directly to Clarkson College tuition, fees, on-campus housing (if applicable) and other charges before funds will be released to the student for other educational expenses. If financial aid received exceeds the semester charges, a refund will be issued to the student.

If a balance remains after financial aid is received, the student is responsible to pay the outstanding balance by the tuition payment due date.

Enrollment Status Requirements for Financial Aid Purposes

To receive most financial awards, including a student loan, the student must be enrolled at least half-time. Some financial aid awards are prorated based on a student's enrollment status.

Undergraduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	12 or more per semester
Three-quarter time	Fall, spring and summer	9-11 per semester
Half-time	Fall, spring and summer	6-8 per semester

Graduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	6 or more per semester
Half-time	Fall, spring and summer	3-5 per semester

Repayment of Financial Aid

When a student withdraws from all Clarkson College courses and the student received financial aid, he or she may be required to return/repay a certain percentage of federal financial aid that was or could have been disbursed. The amount of repayment required is based on formulas mandated by the Federal government. Federal funds that may have to be returned, in order of their required return, are unsubsidized Federal Direct Loans, subsidized Federal Direct Loans, Federal PLUS Loans, Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (FSEOG).

Students must realize this policy may result in the student owing a balance to Clarkson College and/or to the federal government.

Satisfactory Academic Progress (SAP)

Clarkson College has established a Satisfactory Academic Progress (SAP) policy in accordance with federal financial aid regulations. These regulations require that students maintain Satisfactory Academic Progress in their degree program in order to receive federal financial assistance. The purpose of these regulations is to ensure that limited federal financial assistance is disbursed only to those students who are meeting the academic standards.

The following standards apply to students in both undergraduate and graduate programs and to continuing and former students. All students must meet the academic standards before federal assistance is certified and disbursed to the student. Federal financial aid regulations state that all periods of enrollment count when assessing progress, regardless of whether or not aid was received.

Timing and Frequency of SAP Calculation

SAP for financial aid recipients will be calculated after each term of attendance once grades have been verified by the Registrar's office.

Standards

As required by federal financial aid regulations, Clarkson College's SAP policy has three standards by which a student's cumulative academic record must be compared. To be considered in compliance, a student must meet all three standards outlined in this policy showing progression toward graduation.

Standard 1: Pace of Completion (Percentage of attempted credit hours completed successfully)

A student must achieve a minimum pace. Pace is the percentage of total attempted credit hours that are completed successfully. Pace is calculated by dividing the cumulative number of successfully completed credits by the cumulative number of attempted credits. Grades of A, B, C, D, and P are considered successfully completed for purposes of financial aid. Grades of F, W, WP, WF, NP, and I are considered attempted and not successfully completed for purposes of financial aid.

Undergraduate and Graduate Standards: minimum pace of 67%

Standard 2: Cumulative Grade Point Average (GPA)

A student must achieve a minimum cumulative GPA. Refer to the Grading System section of the academic catalog for more information on how cumulative GPA is calculated.

Undergraduate Standard: minimum cumulative GPA of 2.0

Graduate Standard: minimum cumulative GPA of 3.0

Standard 3: Maximum Timeframe

A student may not receive financial assistance once he or she has attempted 150 percent of the credit hours required to complete the degree. The total number of credit hours includes courses taken at other institutions which are applied to Clarkson College degree requirements. For example, if the degree requires 100 credit hours for completion, the student may receive financial aid for up to 150 credit hours.

Undergraduate and Graduate Standards: a student may attempt up to 150% of the credit hours required to complete his or her degree

SAP Statuses

Good Standing: Students who meet all three SAP standards are considered to be in Good Standing. To remain in Good Standing a student must meet all three SAP standards each term. Good Standing is a status which is eligible for financial aid.

Warning: A student who fails to meet one or more of the SAP standards will be placed on financial aid warning for one semester. The student's academic progress will be verified at the end of the warning period. Warning is a status which is eligible for financial aid.

Suspension: A student who fails to meet SAP standards at the end of the warning period will be placed on Suspension. Suspension is a status which is not eligible for federal and non-federal financial aid.

Probation: A student who has been placed on Suspension is eligible to appeal. If the appeal is approved the student will be placed on Probation. Probation is a status which is eligible for financial aid. A student on probation must enter into an Academic Plan that, when followed, will ensure the student will meet SAP standards by a specific time. A student who fails to meet the conditions of his or her academic plan will be placed on permanent Suspension.

Appeal Process

Students who are Suspended have the right to appeal. Appeals will be considered if the student has experienced circumstances that significantly contributed to his or her failure to meet the minimum standards. Supporting documentation from a physician, counselor, academic advisor, or faculty member may be included but is not required. Students must submit the Financial Aid Satisfactory Academic Progress Appeal form that is sent with the notice of Suspension.

The SAP Committee will review the student's appeal for reinstatement of financial assistance. The student will be notified by mail of the committee's decision.

An appeal denied by the Financial Aid Committee may, at the student's request, be forwarded to the Director of Student Financial Aid for further review. The Director's decision will be final.

Treatment of the Following Types of Courses for Satisfactory Academic Progress (SAP)

Audit Courses

Audit courses are ineligible for financial aid and do not count toward the number of attempted credits or the number of earned credits.

Repeated Courses

Repeating a course counts as attempted credit hours (for each time the course is taken) and if credit is earned (repeats as well) then it will also count as completed/earned credit hours in Pace and Maximum Timeframe calculations.

Incomplete Grades

An Incomplete course counts as credit hours attempted but does not count as credit hours completed or earned until a passing grade has been assigned. An incomplete grade like a withdrawn course can negatively affect a student's Pace and financial aid eligibility. Once an Incomplete course has been assigned a final grade, a student's SAP status will be recalculated. The student will be notified of any changes his or her SAP status.

Withdrawn Courses

A course from which a student withdraws (grades of W, WP, or WF) counts as credit hours attempted but does not count as credit hours successfully completed.

Transfer Courses

Credits transferred to Clarkson College from another institution count as attempted and earned credits as well as toward the maximum timeframe but do not affect cumulative GPA.

Advanced Standing Courses

Advanced Standing Credit is a method by which students can earn credit without completing a course. Credit is granted after the student earns a satisfactory score on an examination or a satisfactory evaluation of the portfolio on the first attempt. Such credits count as attempted and earned credits as well as toward the maximum timeframe but do not affect cumulative GPA.

Changing Majors or Earning an Additional Degree

Change of Major

Clarkson College does not limit the number of times a student may change his or her major. Credit hours earned for all degrees will be used in calculating SAP standards.

RN to MSN Program

In the RN to MSN program students may have semesters where they enroll in both undergraduate and graduate level coursework at the same time. Students in this program will be evaluated based on the undergraduate SAP policy standards until they have officially graduated with their bachelor's degree. After that point, students will be evaluated based on the graduate SAP policy standards.

Notification

Once SAP is calculated after the end of each semester students placed on Warning or Suspension will be notified of their status by letter via U.S. mail and a notice sent to his or her official Clarkson College email.

Reinstatement of Good Standing

A student who has failed to maintain SAP standards may regain his or her financial aid eligibility (Good Standing) by successfully completing sufficient semester hours and/ or attaining the required cumulative grade point average. A student remains ineligible for financial assistance until the semester following his or her attainment of the SAP standards.

Federal Work-Study & Loan Programs

Federal Work-Study (FWS) Program

The Federal Work-Study (FWS) program is funded by both the federal government and Clarkson College. The program provides on-campus employment opportunities for undergraduate students with financial need. An eligible student will be awarded a dollar amount that may be earned each semester. The FWS awards and amounts are determined by Clarkson College. A FWS award is not a guarantee of employment. The student must be eligible for employment with Nebraska Medicine, which includes a successful interview, background check and drug screening. Employment is also contingent upon availability of job openings within the College. To view current Federal Work-Study job openings at Clarkson College, visit the Clarkson College website.

Federal Direct Loans

Federal Direct Loans are federally funded, low interest rate loans that are available to both undergraduate and graduate students. A student's eligibility for a Federal Direct Loan and the amount of the award is determined by Clarkson College based on Federal regulations. Several factors are used in the calculation of a student's loan award, including the student's grade level, cost of attendance, enrollment status, expected family contribution (EFC) and other financial aid awarded to the student. A student must file the FAFSA, complete a Master Promissory Note (MPN), complete loan entrance counseling and be enrolled at least half-time to receive a Federal Direct Loan award. Federal Direct Loans are usually awarded for a two-semester loan period. The first disbursement will occur at the beginning of the first semester and the second will occur at beginning of the second semester.

The fixed interest rate on Federal Direct Loans is established through federal regulation and may change for new loans disbursed after July 1 of each year. The U.S. Department of Education charges an up-front loan origination fee on Direct Loans. See the Clarkson College website for current fee rates.

Repayment of Direct Loans (except for PLUS loans) begins six months after the student either graduates or ceases to be enrolled at least half-time. The maximum aggregate (life-time) loan amount a student may borrow under the Federal Direct Loan program is: $31,000 (no more than $23,000 of which can be subsidized) for a dependent, undergraduate student; $57,500 (no more than $23,000 of which can be subsidized) for an independent, undergraduate student; and $138,500 for a graduate student.

Federal Direct Subsidized Loans

The interest on a subsidized Federal Direct Loan will begin to accrue when the loan funds are disbursed to the student. However, that interest is paid by the federal government while the student is enrolled at least half-time.

Maximum annual subsidized Direct Loan limits are: $3,500 for first year undergraduate students; $4,500 for second year undergraduate students; and $5,500 for third and fourth year undergraduate students. A student's grade level is determined by the student's current academic status at Clarkson College.

Graduate students are not eligible for subsidized Federal Direct Loans.

Federal Direct Unsubsidized Loans

Unsubsidized Federal Direct Loans are similar to the subsidized Federal Direct Loans except that the student is immediately responsible for payment of the interest on these

loans. Students can make interest payments while in school, or the interest can be capitalized and added to the principal loan balance when the student graduates or ceases to be enrolled at least half-time.

Maximum annual unsubsidized Direct Loan limits are: $6,000 for first and second year undergraduate students; $7,000 for third and fourth year undergraduate students; and $20,500 for graduate students. A student's grade level is determined by the student's current academic status at Clarkson College.

Federal Direct Parent PLUS Loan

The Federal Direct Parent PLUS Loan is a federally funded, low interest rate loan for parents of dependent, undergraduate students. A parent may borrow a Direct Parent PLUS, regardless of financial need, for each dependent, undergraduate student enrolled at least half-time (six credit hours per semester). Potential borrowers will have their credit reviewed by the U.S. Department of Education as part of the loan origination process. A parent may borrow up to the student's estimated cost of attendance, less any financial assistance received by the student. The fixed interest rate on a Parent PLUS is established through Federal regulation and may change for new loans disbursed after July 1 of each year. Repayment of principal and interest usually begins 30-60 days after the loan has been fully disbursed. To apply for a Direct Parent PLUS loan, one parent of the student must complete a Master Promissory Note (MPN) on the Direct Loan website, StudentLoans.gov and a Direct PLUS Request form. A parent who applies for a Direct PLUS must be a parent whose information is provided on the student's current academic year's FAFSA. Completed Direct Parent PLUS Request forms must be returned to the Student Financial Aid department.

Federal Direct Graduate PLUS Loan

Federal Direct Graduate PLUS Loans are available to graduate students to help pay for educational expenses. A graduate student must be enrolled at least half-time (three credit hours) to borrow from this program. The student may borrow up to his or her estimated cost of attendance, less Federal Direct Stafford Loan amounts and/or other financial assistance received.

The fixed interest rate on a Graduate PLUS is established through Federal regulation and may change for new loans disbursed after July 1 of each year. Repayment usually begins 30-60 days after loan funds are fully disbursed. The borrower may receive a deferment while he or she is enrolled at least half-time at an eligible institution. Deferment requests must be made directly to the loan servicer.

Federal Nursing Student Loans

The Federal Nursing Student Loan is a loan program funded by the U.S. Department of Health and Human Services through the Health Resources and Services Administration (HRSA) and administered by Clarkson College. Loans are awarded to undergraduate nursing students and are based on the student's financial need. The interest rate is fixed at five percent, which begins to accrue nine months after the student either graduates or ceases to be enrolled at least half-time. Award amounts are determined by Clarkson College. The maximum lifetime amount a student can borrow from the Federal Nursing Student Loan Program is $17,000.

Federal Grant Programs

The federal government provides a variety of grant programs for undergraduate students. The grants are awarded based on a student's financial need as determined from the student's Free Application for Federal Student Aid (FAFSA).

Federal Pell Grants

Federal Pell Grants are designed to provide educational financial assistance to those undergraduate students with the greatest financial need. Federal Pell Grants provide the foundation for many financial aid packages to which other federal and non-federal funds can be added. Students who have earned a bachelor's degree are ineligible for a Federal Pell Grant. A student is limited to receive 12 semesters (or its equivalent) of Federal Pell Grants.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students with financial need and have not earned a bachelor's degree. Students receiving a Federal Pell Grant, and who have remaining financial need, will be given priority when awarding FSEOG funds. FSEOG awards and amounts are determined by Clarkson College.

State Grant Programs

Nebraska Opportunity Grants

Nebraska Opportunity Grants (NOG) are funded by the State of Nebraska. The grants are awarded to undergraduate Nebraska resident students who demonstrate financial need as determined from the students' FAFSA results. NOG awards and amounts are determined by Clarkson College. Estimated NOG awards that appear on a student's award letter are contingent upon approval by the Nebraska Coordinating Commission for Postsecondary Education.

Undergraduate Merit-Based Scholarships

Scholarships are awarded each year to students who demonstrate qualities such as —but not limited to—outstanding academic achievement, leadership involvement and financial need. The funds come from multiple sources and do not have to be repaid.

For most scholarships, eligibility for a merit-based and/or need-based scholarship is determined at the time the student is first admitted to an undergraduate program at Clarkson College and are based on prior academic strengths and financial need as determined by the student's FAFSA. Typically, the student will retain scholarship eligibility for subsequent academic years, as long as the following criteria are met:

- Undergraduate student.
- Enrolled at least half-time (six credit hours).
- Maintain the Satisfactory Academic Progress standards.
- Maintain minimum grade point average requirements

The first step to be considered for scholarships is to be admitted to Clarkson College in an undergraduate program. We encourage you to apply for admission early with the intent to meet the first application deadline for your program of interest.

Academic Scholarships

Academic Scholarships are awarded to new, incoming undergraduate students only.

- Must have cumulative GPA of at least 3.4 on 4.0 scale.
- Must be an incoming undergraduate Clarkson College student.
- Must be granted full acceptance (not conditional) as a degree-seeking undergraduate student at Clarkson College.

Clarkson College is selective, and fulfillment of minimum scholarship academic requirements is not a guarantee of award. Students will be considered for scholarships following their acceptance. Students who are accepted early will be given priority. Top candidates may be invited to campus for an interview.

Scholarship amounts are based on the student's full time enrollment status (12 or more credit hours).

Gateway to Success Scholarship for Minority Nursing Students

To be eligible for consideration, a student must have a high school cumulative grade point average of 2.5, be a racial minority student (Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander). The student must be accepted to the Clarkson College traditional Bachelor of Science in Nursing program. The Gateway to Success Scholarship application deadline is March 15. Scholarships awarded will be disbursed in the subsequent academic year (disbursement in the fall and spring semesters). Application forms and a detailed list of requirements are available on the Clarkson College website and from the Student Financial Aid department.

Academic Achievement Scholarship

To be eligible for consideration, an undergraduate student must have completed 24 semester hours at Clarkson College (does not include transfer hours), maintained a 3.90 or higher cumulative grade point average, be enrolled full-time and be in good standing at the College. Students may apply by completing a scholarship application form, submitting a short essay as described on the application form and submitting a letter of reference from a Clarkson College faculty member. Eligible students will be sent an Academic Achievement Scholarship application following the spring semester of each academic year. Select applicants will interview with the scholarship committee. Submission of an application does not guarantee an interview. The application deadline is June 1.

Endowed Scholarships

Due to the generous support of alumni and friends of Clarkson College, several endowed scholarships are available to students each year. The awards vary in eligibility criteria but generally are designed to reward those students who demonstrate high academic ability, leadership, high personal standards and special attention to the needs of patients. The amount of each award is based on fund availability. Scholarship applications are accepted each spring and awards will be disbursed during the

subsequent academic year (disbursements in fall and spring semesters). The Student Financial Aid department will notify students via e-mail when Endowed Scholarship applications are being accepted.

Endowed Scholarships include:

- Rachel E. Dinsmoor
- Founders Endowed Fund
- Margaret E. Christensen
- Clarkson College Alumni Association
- Virginia Cox
- Dr. and Mrs. Ali Ebadi
- Lorraine Wilbur
- Anne Armstrong
- Rita VanFleet
- Endowed Service League
- Ellen R. Miller
- Dr. Patricia B. Perry
- Dr. George Loomis
- E. Lorraine "Skip" Filkins

Other Scholarships

Various individuals, agencies and corporations also provide scholarships for Clarkson College students. The awards vary in eligibility criteria, which are based on specifications established by the donor. Award amounts are based on fund availability. Clarkson College is appreciative of the donors' generosity and our students are privileged to receive this additional source of financial assistance. Annually, Clarkson College receives scholarship funding from the EducationQuest Foundation.

Clarkson College Financial Assistance

In addition to scholarships, Clarkson College offers students financial assistance through grant, Resident Advisor and Ambassador programs.

Clarkson College Grants

Clarkson College Grants are awarded to undergraduate students with financial need. Students who do not qualify for Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG) and Nebraska Opportunity Grants (NOG) are given priority when awarding the Clarkson College Grant. Amounts awarded are determined by Clarkson College.

Resident Advisor

A Resident Advisor (RA) is a Clarkson College student leader who is knowledge-able about the resources, services and activities available to students residing in on-campus housing. RAs live in the Clarkson College Residence Hall and have the primary responsibility of facilitating the development of a community atmosphere. RAs are awarded a Housing Scholarship from the residential management corporation.

Student Ambassador

Clarkson College Student Ambassadors are students selected to assist the Admissions Office with recruitment and special College events. Ambassadors receive a $1000 scholarship each semester. Ambassador applications are available from the Admissions office. Interviews are conducted and Ambassador appointments are made on a space-available basis. Please contact the Admissions office for additional information on how you can become a Clarkson College Ambassador.

Outside & Private Scholarships

The Clarkson College Student Financial Aid department occasionally receives information regarding scholarship opportunities from sources outside the College. When such information is received, all current Clarkson College students are sent an e-mail describing the scholarship and application process.

Students are encouraged to search for scholarships from other sources outside of Clarkson College. Several websites are available for students to search for scholarship opportunities. A listing of reputable sites is available on the Clarkson College website and from the Student Financial Aid department.

Clarkson College students are required to report all outside scholarships received to the Student Financial Aid department. In addition, any outside scholarship checks received by students are required to be processed through the Student Financial Aid department.

ITEACH Student Nurse Fellowship

Earn $20,000 and gain valuable work experience while you're in school.

Every year, Nebraska Medicine selects up to 25 students who are in their first semester of nursing school to be part of the ITEACH Student Nurse Fellowship program. The students gain relevant work experience on a variety of units and specialties while completing their respective nursing programs.

Participants receive $5,000 in their second, third and fourth semesters to use for tuition, followed by a $5,000 bonus upon hire. Upon successful completion of the program, they will transition into full-time nursing positions at Nebraska Medicine.

Program benefits include:

  • Leadership development
  • Career coaching
  • Career readiness training
  • Hands-on experience
  • $15,000 in sponsorship money
  • $5,000 bonus upon hire

Applicants should embody Nebraska Medicine's ITEACH values. More information can be found on the ITEACH website.

Student to Nurse (S2RN) Sponsorship Program in Pediatrics

At Children's Hospital & Medical Center, the Student to Nurse Pediatric Sponsorship program provides exclusive sponsorship funds and employment to support nursing students who are interested in a pediatric nursing career. Nursing students will be hired

into the program before the start of their junior year of nursing school. Benefits of the program include the following:

- $15,000 in sponsorship for education expenses
- $5,000 bonus upon start of the Nurse Residency Program
- Sponsorship funds for tuition and fees and or other educational costs provided at key check points
- Paid relevant work experience
- Career readiness training
- Preference for senior preceptorship placement
- Enrollment in the Nurse Residency Program at the start of the S2RN program

More information can be found on the [S2RN Sponsor Program website](#).

Air Force ROTC

Air Force ROTC students are eligible to compete for college scholarships. Students should enroll in Air Force ROTC classes offered at the University of Nebraska at Omaha (UNO). Eligibility and application requirements can be found on [UNO's Air Force ROTC website](#).

For further information about the Air Force ROTC Scholarship programs, please contact UNO ROTC at 402.554.2318 or visit their [website](#).

Tuition & Fees

Tuition	Cost
Undergraduate Courses	$558 / credit hour
Nebraska Medicine Partnership Rate: Undergraduate Courses	$363 / credit hour
Graduate Courses MSN & MHA Nurse Anesthesia DNP & Ed.D.	$621 / credit hour $960 / credit hour $839 / credit hour
Nebraska Medicine Center Partnership Rate: MSN & MHA Courses	$409 / credit hour
Nebraska Medicine Partnership Rate: DNP & Ed.D. Courses	$697 / credit hour
Nursing Workforce Educational Grant Rate: RN to BSN and RN to MSN Undergraduate Nursing Courses	$300 / credit hour

Mandatory Fees	Cost
Activity Fee (except off-campus sections)	$4 / credit hour
Technology Fee: Online	$35 / credit hour
Technology Fee: Hybrid	$20 / credit hour
Technology Fee: On-Campus	$20 / credit hour
Course & Lab Fee Schedule	**Cost**
HIM: RHIT Exam (HM 445)	$299
HIM: RHIA Exam (HM 477)	$299
MHA: Cultural Assessment Fee (MB 810)	$75
MHA: Simulation Fee (MB 836)	$15
General Education: Lab Supplies Fee (all General Education labs)	$40 / lab
Recitation Fee (BI 210.RS, BI 211.RS, BI 213.RS, CH 110.RS)	$50 / course
PTA: Lab Supplies Fee (all PTA labs)	$30 / lab
PTA: APTA Membership (PTA 106)	$140
PTA: Board Prep Course Fee (PTA 213)	$245
PTA: On-campus Experience Fee (PTA 330, PTA 335, PTA 405)	$50 / course
RT: Lab Fee (RT 105L, RT 110L, RT 120L, RT 125L, RT 140L)	$30 / lab
RT: Markers (RT 140)	$22
RT: NSRT Dues (RT 101)	$32
RT: Trajecsystem (RT 265, clinical tracking)	$100
RT: NRST Conference (RT 275)	$100
RT: RadReview Easy (RT 110)	$115
BSN: Lab Fee (NS 126, NS 234, NS 255, NS 343, NS 345, NS 462, NS 469)	$30 / course

Course & Lab Fee Schedule	Cost
Nursing-ATI Testing Fee (NS 125, NS 233, NS 254, NS 340, NS 342, NS 355, NS 359, NS 467, NS 468)	$350 / course
Nursing-Iowa Sing (NS 126, NS 359)	$15 / course
MSN: Graduate Weekend and Typhon (NS 830)	$235
HESI Pre Cert for NP Only (NS 844)	$80
MSN - Cultural Assessment (NS 807)	$75
NA - National Online Board Review Course (AN 872)	$440

Additional Fees & Charges	Cost
Advanced Placement Exam Fee	Varies by exam
Application Fee	$35 / application
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	$25
Enrollment Fee (first-time students)	$100
Late Payment Fee: balance < $1,000	$25
Late Payment Fee: balance > $1,000	$50
Late Registration Fee	$50
Life Learning Evaluation Fee	50 percent of tuition
Transcripts (all students)	$10 / transcript
Interprofessional Education - IPE Course Fee IPE 301	$90

* The student fees for health and safety will be the responsibility of the student per specific program requirements. Estimated expense per student is $30-125.

Miscellaneous	Cost
Test Proctor Fee (outside 30 mile radius)	Cost varies
Test Proctor Fee (On Campus)	Free
Installment Payment Plan Service Charge	$35
Returned Check Fee	$35

Miscellaneous	Cost
Nebraska Medicine Parking Fee	Contact Parking Services at 402.559.8580
Residence Hall Rate	See [Housing Costs & Contracts](#)

Out of Pocket Expenses

Nurse Anesthesia	Cost
Research Fee	Cost varies
National Certification Exam	$995
Master of Science in Nursing	**Cost**
Certification Fee – AANP	$300
Certification Fee – ANCC	$395
Certification Fee – ANCC (NHCA)	$395
Certification Fee for NE Only – CNE	$500
Health Information Management	**Cost**
AHIMA Membership	$49
Annual V lab (bookstore)	$110
ACHE Membership	$75
Physical Therapist Assistant	**Cost**
PTA Board Exam	$600
Radiography	**Cost**
Clinical Uniforms	$200
AART Certification	$200
MI Externships - Trajecsystem (MI385/475, MI386/476, MI388/478, MI395/470, MI393/470, MI391/481, MI449/450)	$75
Printing Supplies (MI 457)	$75
Bachelor of Science in Nursing	**Cost**
RN NCLEX Exam (BSN)	$200
RN Licensure (NE)	$123

Bachelor of Science in Nursing	Cost
Nursing uniform, pen light, stethoscope, protective equipment	$927-1288

All Programs	Cost
Castlebranch (account, background check and drug screen)	Vary per program $9-$140.00
My CE	$40

Residence Hall Rate

Please visit the Rent Schedule Addendum page at https://www.clarksoncollege.edu/student-life/residence-life/ for rent package rates and fees.

Note: All tuition, fees, policies and programs are subject to change. Notice of any change will be communicated to students, faculty and staff.

Student Accounts

Student Accounts Coordinator
Beckie Humanik

Student Accounts Coordinator
Samantha Headley

Student Accounts Office
101 South 42 Street Omaha, NE 68131-2739
PH 402.552.2746 **TF** 800.647.5500
studentaccounts@clarksoncollege.edu

- Statement of Financial Responsibility
- International Student Certification of Financial Responsibility
- Student Account Payments
- Tuition Billing Statements
- Installment Payment Plan
- Tuition Refund Policy
- Student Account Credit Balance
- Tuition Assistance
- Nebraska Medicine Partnership
- COPPER

The Student Accounts office is responsible for charging tuition, fees and on-campus housing costs (if applicable).

Student Accounts staff members assist students with questions concerning billing statements, charges and payments on accounts. Please visit the [Students Accounts](#) section of the

Statement of Financial Responsibility

All students are required to sign a Statement of Financial Responsibility every semester. This form must be received by the Student Accounts office prior to the first day of the semester in which the student enrolls. The Statement outlines the student's financial obligations to the College and serves as the student's acknowledgement of Clarkson College policies related to payment of charges for tuition, fees and on-campus housing (if applicable).

International Student Certification of Financial Responsibility

International students are required to make advance payment for all tuition, fees and on-campus housing (if applicable) each semester in which the student is enrolled. The student's payment must be received by the Student Accounts office by the fourth day of the semester. If the student's account is not paid in full by the due date, the student will be dropped from all courses on the fifth day of the semester.

Third party billing or alternative payment arrangements are not available to international students.

Clarkson College accepts cash payments in U.S. dollars, electronic funds transfer, credit card (VISA, Mastercard, Discover and American Express) and U.S. Postal Service money order only.

All international students new to Clarkson College are required to sign an International Student Certification of Financial Responsibility and submit it to the Student Accounts office one month prior to enrollment at Clarkson College.

Student Account Payments

Upon registering for classes, a student becomes financially responsible for all tuition, fees and on-campus housing charges (if applicable). Student Account balances must be paid in full or a student must be enrolled in an Installment payment plan, before the **third** week of the semester. It is the student's responsibility to make appropriate payment arrangements and payments on time. Failure to comply with this payment policy may result in assessment of up to four late payment fees per semester, a Business Office hold and the student may be withdrawn or dropped from classes.

Clarkson College accepts cash, checks, electronic checks, credit/debit cards, money orders and cashier's checks for payment of tuition, fees and housing charges. Payments made with cash, check, money order or cashier's check can be made in person or by mail. Payments using a credit/debit card or electronic check can be made through the students [Self-Service,](#) CASHNet SmartPay account. Personal checks returned due to insufficient funds or a closed account will be charged a returned check processing fee. Students whose checks are returned may be required to make

subsequent payments to Clarkson College with cash, money order or a cashier's check.

Tuition Billing Statements

Billing statements for tuition, fees and on-campus housing (if applicable) are available online through [Self-Service](#). Statements are not mailed to students. It is the student's responsibility to view his/her billing statement and submit payment by the tuition and fees payment due date.

Installment Payment Plan

An Installment Payment Plan is offered through the student's CASHNet SmartPay account. This plan allows students to pay tuition, fees and housing (if applicable) in three (3) equal installments. The student must enroll through CASHNet SmartPay located in the student's Self-Service account. The deadline to enroll in an installment payment plan is one business day prior to the tuition and fees payment due date each semester. A fee for participating in the Installment Payment Plan must be paid at the time of enrollment. Students on an Installment Payment Plan who do not make payments on time will be withdrawn from the plan.

Tuition Refund Policy

Fees are non-refundable after the first week of the semester. To receive a 100 percent refund of tuition and fees for traditional 15 or 12 week courses, the official Change of Registration/Leave of Absence/Withdraw form must be completed and received by the Registrar's office on or before the last day of the first week of the semester. After the appropriate form has been received, the refund schedule published in the schedule of classes will be applied. Refund schedules are available on the [Clarkson College website](#) and in the Student Accounts office. A change of registration fee will be assessed to the student's account for change in registration beginning the second week of the semester.

To receive a 100 percent refund of tuition and fees for a six week online course, the official Change of Registration/Leave of Absence/Withdraw form must be completed and received by the Registrar's office no later than the second business day of the session. Fees are non-refundable after the second business day. A change of registration fee will be assessed to the student's account beginning the third day of the course.

Clarkson College tuition refunds will be credited to the student's account. It is the student's responsibility to be aware of the tuition refund policy and to pay remaining balances by the tuition payment due date.

Only the Student Accounts Office can approve exceptions to the tuition and fee refund schedule. Deans, directors, faculty members and staff are **not** authorized to make exceptions. Refunds are calculated based on the date the completed paperwork is received by the Registrar.

***Note:** It is strongly recommended that students consult with a **Financial Aid counselor** prior to withdrawing from or dropping any classes. A change in credit hour enrollment may result in the return of financial funds to the source from which they originated (i.e. the U.S. Department of Education, the student loan lender or agency). Returned funds may result in a charge to the student's account and may result in a balance due for which the student will be responsible for immediate repayment.*

Student Account Credit Balance

A student with a credit balance on his or her account can elect receive their funds through an electronic refund. Students would need to enroll in E-Refund through their CASHNet SmartPay account. If enrolled, the funds will be directly deposited to the student's bank account.

If a student does not elect this option, a paper check will be available for pick-up every Monday after 12:00pm unless otherwise posted, and if not picked up by Wednesday at 12:00pm the check will be mailed to the student's address listed with the Registrar's office.

A student may request that the credit balance remain on his or her student account to cover future charges by completing a Credit Balance Retention form. The form must be submitted to Student Accounts prior to the issuance a refund check.

Tuition Assistance

It is the student's responsibility to contact Student Accounts if the student is eligible for tuition assistance from a source outside of Clarkson College, such as Veterans' Administration, the student's employer, Workforce Development or Vocational Rehabilitation. Billing statements from Clarkson College may be mailed to an agency that will make payments on the student's behalf. However, the Student Accounts Office must grant approval before special billing is established. The student must submit a completed Release of Information form to the Student Accounts Office before any account information can be shared with an outside party.

Nebraska Medicine Partnership

Employees, their spouses or dependents (age 23 or younger) of Clarkson College, Nebraska Medicine (NMC, Bellevue), OrthoNebraska and Community Hospital Association, Inc. (Fairfax) may receive the Partnership tuition rate, if all other eligibility criteria are met. Private practice physicians who are on the active medical staff of these same hospitals, their spouses or dependents (age 23 or younger) may receive the Partnership Tuition Rate, if all other eligibility criteria are met. The student/employee must be employed at Nebraska Medicine or an affiliate, must be full-time (.9 FTE) or part-time (at least .5 FTE) for six months. This employment status must be maintained to receive the reduced tuition rate.

COPPER (Clarkson Optional Payment Plan - Employee Reimbursement)

The COPPER plan allows students who are employed by Nebraska Medicine and who qualify for tuition reimbursement to defer payment of tuition and fees for up to two weeks after grades are issued. A COPPER Agreement form must be signed each semester and submitted to the Student Accounts office before the tuition and fees payment due date. Students can only defer a balance that is less than or equal to their Nebraska Medicine tuition reimbursement calendar year balance.

Clarkson College
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