

# Table of Contents

Clarkson College - Academic Catalog.....	5
College Information.....	5
About the College.....	5
Mission, Vision & Values.....	6
Accreditation & Approvals.....	7
Board of Directors.....	9
Diversity.....	10
Facilities.....	10
Safety & Security.....	11
Service League Library.....	17
Research.....	17
Science Laboratory.....	17
Skills Laboratory.....	17
Student Center.....	19
Student Housing.....	19
Website.....	19
Campus Services.....	19
Academic Policies & Procedures.....	28
Academic Integrity (Policy SW-25).....	28
Academic Probation (Policy AA-20).....	33
Academic Travel Abroad Release (Policy SW-11).....	33
Academic Year.....	33
Access to Campus Facilities (Policy SW-28).....	34
Academic Related Activities and Travel Release (Policy SW-40).....	34
Admissions (Policy AD-1 and AA-57).....	35
Advanced Standing Credit (Policy AA-47).....	45
Articulation Agreements.....	47
Assessment of Student Success Skills (Policy OG-23).....	47
Auditing a Course (Policy AA-35).....	48
Background Checks and Drug Screening for Students (Policy SW-23).....	48
Bookstore Voucher (Policy SA-2).....	50
Cancelling a Course (Policy AA-36).....	50
Change of Personal Information.....	50
Clarkson College Behavioral Intervention Team (Policy SW-24).....	51
Coursework Categories for Undergraduate Degrees.....	51
Code of Conduct (Policy SW-18).....	52
Copyright (Policy IT-4).....	60
Credit Hour Definition (Policy AA-55).....	61
Crime Awareness & Campus Security (Policy SW-5).....	62
Degree Plan (Policy AA-5).....	63
Dismissal (Policy AA-24).....	63
Drug and Alcohol (Policy SW-15).....	63
E-mail (Policy IT-1).....	71

Emergency Notification, Response and Evacuation (Policy SW-30).....	73
Emotional Support Animal (Policy SW-38).....	75
Enrollment Status (Policy AA-23).....	77
Family Education Rights & Privacy Act (Policy SS-9).....	77
Forms Submission.....	79
Freedom of Expression (Policy OG-22).....	79
Grade Change (Policy AA-37).....	79
Grade Point Average (Policy AA-29).....	80
Grade Reports.....	80
Graduation Requirements (Policy AA-8).....	80
Health and Safety Requirements (Policy SW-7).....	81
Identification Badge (Policy SS-10).....	81
Incomplete Grades (Policy AA-10).....	82
Independent Study (Policy AA-41).....	82
Institutional Review of Research Involving Human Subjects (Policy OG-8).....	82
Interprofessional Education and Service Requirements (Policy AA-54).....	83
IT Resources Acceptable Use (Policy IT-2).....	84
Last Date of Attendance (Policy AA-63).....	85
Law Enforcement on Campus (Policy SW-33).....	87
Leave of Absence (Policy AA-30).....	87
Letter Grades and Quality Points (Policy AA-6).....	88
Liability Insurance (Policy SW-12).....	89
Media (Policy OG-12).....	89
New Student Assessment Testing (Policy AA-60).....	90
Non-Smoking (Policy SW-16).....	91
Notice of Non-Discrimination (Policy SW-1).....	91
Online Education.....	91
Petition for Reconsideration (Policy SW-22).....	92
Petition for a Course Offering.....	93
Privacy (Policy IT-3).....	93
Program Completion (Policy AA-17).....	95
Progression (Policy AA-2).....	95
Public Complaint (Policy OG-20).....	97
Readmission (Policy AD-10).....	98
Registration/Add a Course (Policy AA-32).....	98
Reporting Criminal Offenses (Policy SW-36).....	98
Residency Requirement (Policy AA-28).....	99
Records Retention (Policy OG-2).....	99
Right of Students with Disabilities (Policy SW-2).....	100
Security Awareness Programs (Policy SW-37).....	102
Service Animal (Policy SW-39).....	103
Sexual Misconduct (Policy SW-27).....	105
Social Media (Policy OG-28).....	117
State Authorization.....	118
Student Classifications & Status.....	119
Student Grievance (Policy SW-14).....	120

Student Parking (Policy SS-1).....	122
Student Services (Policy SS-3).....	122
Transcripts.....	122
Transfer Credit (Policy AA-52).....	122
Undergraduate Academic Honors (Policy AA-16).....	123
Undergraduate Class Standing (Policy AA-38).....	123
Undergraduate Deans List (Policy AA-27).....	124
Undergraduate New Student Experience (Policy AA-62).....	124
Weather Related School Closing (Policy OG-4).....	125
Withdrawal From Course Grade (Policy AA-3).....	126
Academic Programs.....	127
Community Health.....	127
Bachelor of Science in Community Health.....	130
Community Health Minors.....	136
Gerontology Certificate.....	139
Human Services Certificate.....	140
Public Health Certificate.....	142
Women's Health Certificate.....	143
Undergraduate Community Health Courses.....	145
Education & Leadership.....	151
Doctor in Health Care Education & Leadership.....	151
Doctoral Education & Leadership Courses.....	159
General Education.....	163
Undergraduate General Education Courses.....	166
Health Care Administration & Management.....	179
Health Care Business Minor.....	179
Bachelor of Science in Health Care Business with major in Management.....	181
Bachelor of Science in Health Care Business with a major in Management - Transfer Option.....	188
Master's in Health Care Administration.....	195
Post-Master's Certificate in Health Administration.....	200
Undergraduate Health Care Administration & Management Courses.....	202
Graduate Health Care Administration & Management Courses.....	207
Health Information Management.....	213
Certificate in Health Care Informatics.....	214
Certificate in Health Information Management.....	215
Minor in Health Care Informatics.....	217
Minor in Medical Coding.....	218
Associate of Science in Health Information Technology.....	219
Bachelor of Science in Health Care Business with major in Health Information Administration.....	224
Bachelor of Science in Health Care Business with major in Health Information Administration - Transfer Option.....	232
Post-Baccalaureate Certificate in Health Information Administration.....	238
Undergraduate Health Information Management Courses.....	243
Imaging Informatics.....	248

Certificate in Imaging Informatics.....	248
Medical Imaging.....	249
Bachelor of Science in Medical Imaging.....	250
Medical Imaging Externship Check List.....	253
Undergraduate Medical Imaging Courses.....	254
Nursing.....	267
Bachelor of Science in Nursing.....	269
Bachelor of Science in Nursing: LPN to BSN Option.....	274
Bachelor of Science in Nursing: RN to BSN Option.....	279
Master of Science in Nursing: RN to MSN Option.....	282
Master of Science in Nursing.....	289
Post-Master’s Certificate in Nursing Programs.....	294
Nurse Anesthesia.....	298
Doctor of Nursing Practice.....	304
Undergraduate Nursing Courses.....	309
Graduate Nursing Courses.....	332
Doctoral Nursing Courses.....	353
Physical Therapist Assistant.....	358
Associate of Science in Physical Therapist Assistant.....	360
Bachelor of Science in Physical Therapist Assistant.....	364
Associate of Science in Physical Therapist Assistant - Transfer Option....	370
Dual Degree - Health Care Business.....	375
Dual Degree - Community Health.....	382
Undergraduate Physical Therapist Assistant Courses.....	388
Radiography.....	397
Associate of Science in Radiography.....	398
Undergraduate Radiography Courses.....	401
Professional Development.....	405
Allied Health Continuing Education.....	405
Continuing Nursing Education.....	406
Health Information Management Continuing Education.....	406
Programs Offered Through Professional Development.....	406
Life Support Courses.....	409
Student Resources.....	411
Academic Advising.....	411
Academic Calendar.....	411
Computer Equipment Recommendations.....	417
Online Services.....	419
Student Organizations and Activities.....	419
Veteran Services.....	422
Technology Resources.....	422
Writing Lab.....	423
Academic Success.....	423
Financial Information.....	425

# 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 1800s 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, Physical Therapist Assistant (PTA), Community Health, Radiography, Medical Imaging, Imaging Informatics and Professional Development.

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 record enrollment over the last several years, with more than 1,200 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 17-1 creates a learning environment that guides our students toward educational and professional success.

The evolution of Clarkson College is also apparent in our program offerings. We've grown from focusing solely on the practice of nursing to broadening our attention to a variety of leading health care disciplines.

Today, Clarkson College has the largest PTA program in Nebraska and is one of the first higher education institutions to offer a Bachelor's degree in PTA. We have the only accredited Bachelor's degree in Health Information Management in Nebraska and Iowa, and our Bachelor's degree in Medical Imaging is known as one of the most accelerated programs to specialize in advanced modalities of radiology across the state. No other college in the Omaha area offers a Master's degree in Nurse Anesthesia, and the reputation of our Nursing program carries on after more than 130 years. Our online Graduate Nursing program has received national recognition from U.S. News & World Report since 2012.

We're proud of our history at Clarkson College. We've experienced. We've discovered. We've stood by our Mission and remained 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.

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## **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.**

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#### **Medical Imaging**

**Bachelor of Science in Medical Imaging.**

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### **Nursing Programs**

#### **Bachelor of Science in Nursing & Master of Science in Nursing**

Also accredited by the [Accreditation Commission for Education in Nursing \(ACEN\)](#)

3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326

PH 404.975.5000

#### **Doctorate of Nursing Practice**

*This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.*

[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](#)

### **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>

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## **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

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## **Physical Therapist Assistant Program**

Physical Therapist Assistant Program at Clarkson College is 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](mailto:accreditation@apta.org)

**Website:** [www.capteonline.org](http://www.capteonline.org)

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## **Radiography Program**

### **Associate of Science in Radiography**

Also fully 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](mailto: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.

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## **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 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** The Very Reverend Thomas Hurley, retired

## **Executive Committee**

Louis W. Burgher, M.D., Ph.D.  
James T. Canedy, M.D. \*  
Robert S. Howard\*

### **Board Members**

Steven Black, M.D.  
James Linder, M.D.  
Allen Hager  
Jane Stier  
Rita VanFleet  
Tony Damewood, Ph.D.

### **Clarkson College Faculty Senate Representative**

Daniel Aksamit

### **Clarkson College Student Government Association Representative**

Jason DeLong

*\*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 diverse individual value systems. 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](mailto: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. The Educational Resource Center (ERC) is also located in the lower level.

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, health and safety offices and Student Success Coordinator.

Located on the fourth floor are classrooms and the offices for the Director of Radiography and Medical Imaging and the Technology and Computer Services department. Also housed on the fourth floor is the Nursing Skills Lab and two state-of-the-art Simulation Labs.

Clarkson College faculty offices, the Director of Undergraduate Nursing, Assistant Director of Undergraduate Nursing and the Community Health and Interprofessional Education Director 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, Director of Doctor of Nursing Practice, 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](#)
- [Classroom Lock-Down Instructions](#)

- [Armed Intruder](#)
  - [Fire Safety](#)
  - [Incident Reporting](#)
  - [Inclement Weather](#)
  - [Tornado Watch & Warning Plan](#)
  - [e2Campus Notification System](#)
- 

## **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 not 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, 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. The Library is open 72 hours per week.

## **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.

## **Skills Laboratory**

### **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 rooms 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 lounge area, exercise in the fitness center, 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 140 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](http://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, dropdown main menu and sitemap. Students are also able to follow Clarkson College on [Facebook](#), [Twitter](#), [Linkedin](#), [Instagram](#) and [Youtube](#).

## **Campus Services**

### **Bookstore**

The Bookstore is located on the lower level of the Student Center and carries undergraduate and graduate textbooks, plus a wide variety of reference and optional books. The Bookstore sells a variety of other merchandise, including Clarkson College T-shirts, sweatshirts, caps, mugs, memorabilia, notebooks, paper, pens, pencils, highlighters and much more. Candy, specialty drinks, snacks and beverages are also available. Students can have their books and supplies mailed to them by contacting the Bookstore:

**PH 402.552.2737**

[bookstore@clarksoncollege.edu](mailto:bookstore@clarksoncollege.edu)  
[clarksonstore.com](http://clarksonstore.com)

## **Bookstore Hours**

Monday–Thursday: 8:00 a.m.–4:30 p.m.

Friday: 8 a.m.–2 p.m.

\*Other times as posted. Hours are subject to change without notice.

## **Bookstore Policies**

1. Books may be purchased by check, cash or credit card.
2. Payment for books is due at the time of pick up. Checks are written for the amount of purchase only. Photo ID is required.
3. Bookstore vouchers may be issued to students who have either an outside agency authorizing payment or a scholarship, which provides funds for books. Students who believe they are eligible for voucher should contact a Student Accounts Representative.

## **Book Returns**

1. Students must have a Change of Registration Form and a receipt in order to receive a refund.
2. Students should not write in books if they are planning on returning them.
3. New books must be in perfect condition. Books purchased in shrink-wrap must be returned in shrink-wrap.

## **Refunds, Returns & Exchanges**

Textbooks, new and unused, may be returned for full refund during the first week of the beginning of the semester, providing the books are in original condition with no obliterations and are accompanied by the sales receipt.

Trade books (non-required titles) may be returned for full refund at any time during a term within two days of purchase, providing they are in original (new) condition and are accompanied by the sales receipt.

Returns on supplies, gifts, clothing and other non-text merchandise may be returned in unused condition for 30 days after purchase, providing the sales receipt accompanies them.

Defective merchandise will be replaced without question.

## **Buyback Policy**

Book buyback is provided as a means of customer service to the students year-round, with an emphasis at term-end. It also helps the Bookstore in providing additional used books, thereby saving the students 25 percent from the new textbook price.

Follett will generally pay up to 50 percent for books in good condition (binding intact, no pen writing in book, no excessive highlighting) that have been readopted by faculty for use the next term. The Bookstore will only pay 50 percent for the quantity that can be resold. When that quantity is reached, Follett will pay wholesale price for the book.

Follett will pay wholesale for textbooks that are not readopted for the next term or are adopted, but the required quantity has already been obtained. The wholesale companies, depending on national demand for the book, determine wholesale price.

Some books will be determined to have no value. This occurs when the publisher publishes a new edition of a book. The Bookstore and wholesaler are unable to use the textbooks if they go into new editions. The Bookstore will continue to buy back old editions if the faculty requires use of that particular edition. When wholesalers receive more copies of a book than they can resell, the wholesale value of a book also becomes zero.

## **Book Rental**

For information about renting textbooks visit the book rental [FAQ page](#).

## **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.

## **Community Lounge**

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

## **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 stop at the Educational Resource Center on the fourth floor at the posted times, to get 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 Denise Bojan at 402.552.3609 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 during business hours. Cards can be purchased online or from the Library. 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](mailto: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](mailto:library@clarksoncollege.edu)

### **How do I login to my PaperCut account?**

Each time you print on campus, you will be prompted to enter your PaperCut username and password, which are the same as your Student Email login.

After entering your username and password, an additional pop-up box will appear to show your current print balance as seen here. Printing balances can also be checked at [papercut.clarksoncollege.edu](http://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. 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](mailto: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.

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**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. It is located at 4200 Douglas Street, on the west side of 42nd Street, across from Clarkson College.
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.

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## 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.

**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. If the student fails to meet the above deadline for appealing a decision, the standing decision is final. The VPAA will convene the Academic Integrity Committee to review the appeal within fourteen (14) business days \* of the request.

### **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: evidence supports the academic violation charges
  - Unsubstantiated: evidence is not sufficient to support the academic violation charges
- 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.

## **Academic Probation (Policy AA-20)**

Undergraduate students must have a 2.0 Cumulative Grade Point Average (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.

### **Procedure:**

1. Student will receive a letter from the registrar's office.
2. 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 will be asked to sign a Release and Waiver of Liability form, along with any other designated Academic Travel Abroad (ATA) required documents. 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 walkthrough 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 student form has been completed.
5. Before the student is authorized to register for fall courses the academic advisor will verify that the form is completed or they will see a stop in Self Service.
6. A student will not be able to register for fall classes until the activities 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 Admissions**

Ken Zeiger

### **Admissions Office**

101 South 42 Street Omaha, NE 68131-2739

PH 402.552.3100 TF 800.647.5500

[admissions@clarksoncollege.edu](mailto:admissions@clarksoncollege.edu)

In this section, you will find information about applying as an undergraduate, graduate, doctoral, international or non-degree student. Our admissions staff is available to guide you through the admissions process. We want to make your transition to Clarkson College a smooth one.

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

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- [Admissions Policy AD-1](#)
  - [International Applicants Admission Requirements](#)

- [Non-Degree Seeking Students & Visiting Students](#)
  - [Acceptance](#)
  - [Conditional Admission Status Policy AA-57](#)
  - [Re-Admission Applicants](#)
  - [Cooperative Programs](#)
  - [Double Majors](#)
  - [Non-Matriculated Student Record Retention](#)
  - [Application Deadlines & Start Dates](#)
  - [Application Deadlines for International Students](#)
- 

## **Admissions Policy AD-1**

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)
- ACT English score of 20 or higher
- Graduation from an accredited US High School or equivalent (GED)
- Associate's or higher level degree from a US accredited 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
- 20 ACT composite or above or equivalent SAT or above
  - Required within two years of high school graduation or until 31 hours of college credit have been satisfied.
- Proof of graduation from a US accredited high school or equivalent

#### **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 that have been home schooled are required to submit GED scores.
- 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 whether or not credit was earned. 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 Technologist (ARRT) card.
- **LPN-BSN** – A valid state unencumbered LPN license in the US, its territories or protectorates. License must be effective in the state where clinical experiences will occur.  
Technical Standards Form
- **RN –BSN & RN to MSN** –A valid state 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. Technical Standards Form

### **Graduate Degree-Seeking – Master's Level:**

#### **Applications are reviewed based on the following criteria:**

- 3.0 Cumulative GPA on a 4.0 scale

Students entering the Masters 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 college 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 into English and credentialed.

- **For MSN options:** Bachelors of Science in Nursing from a regionally accredited institution and from an accredited nursing program either 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 MSN:** Masters of Science in Nursing or higher from a regionally accredited institution and from an accredited nursing program either 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).
- Current Resume

### **Additional admission requirements for the following programs:**

#### **Master of Science in Nursing:**

- A valid state 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.
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay
- Technical Standards Form
- Employment Verification Form
- Acute Care Skills Form (NP applicants only)

#### **Post-Masters in Nursing Certification:**

- Minimum Masters cumulative college 3.0 GPA on a 4.0 scale
- A valid state 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.
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay
- Technical Standards Form
- Employment Verification Form
- Acute Care Skills Form (NP applicants only)

#### **Masters in Health Care Administration:**

- Baccalaureate degree from a regionally accredited institution.
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay

#### **Masters of Science – Nurse Anesthesia**

### **Admission Requirements:**

- 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 (per COA MSN standard C13)
- A valid state 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.

### **Required Application Materials:**

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

### **Prerequisite coursework:**

- Scholarly Writing
- Graduate-level Statistics

**Interview:** Required, if selected

### **Graduate Degree Seeking – Doctorate Level:**

Students entering the Doctoral 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 college 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.
  - **For BSN to DNP options:** Bachelors of Science in Nursing from a regionally accredited institution and from an accredited nursing program either 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:** Masters of Science in Nursing or higher from a regionally accredited institution and from an accredited nursing program either 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).
- Current Resume or Curriculum Vitae

## **Doctor of Nursing Practice**

### **BSN to DNP-Nurse Practitioner**

#### **Admission Requirements:**

- Minimum cumulative college 3.0 GPA on a 4.0 scale
- A valid state 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
- Technical standards form
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay
- Employment Verification Form
- Acute Care Skills Form

## **Post-Master's DNP**

#### **Admission Requirements:**

- Minimum cumulative college 3.0 GPA on a 4.0 scale from Master's degree or higher
- A valid state 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
- Technical standards form
- Clinical Hour Verification Form
- Two professional recommendations using the Graduate Professional Reference Forms.
- Scholarly Essay

## **BSN to DNP-Nurse Anesthesia (Beginning Spring 2020)**

#### **Admission Requirements:**

- 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 (Per COA Doctoral standard C2.3)



- A valid state 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.

**Required Application Materials:**

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

**Prerequisite coursework:**

- Scholarly Writing
- Graduate-level Statistics

**Interview:** Required, if selected

**Doctor in Health Care Education and Leadership:**

**Admissions Requirements:**

- One year minimum work experience, preferably in the health care field
- Master's degree or higher from a regionally accredited institution.
- Additional reference form for a total of three for all applicants
- A sample of a formal Master's degree level scholarly paper

**Prerequisite coursework:**

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

**Non-Degree Seeking Students and Visiting Students:**

For undergraduate coursework: Proof of successful completion or current enrollment in high school

For graduate coursework: Documented completion of an appropriate undergraduate degree

Admission to Clarkson College 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.

**Conditional Admission Status:**

Conditional admission status may be granted to applicants who do not meet all of the admissions requirements. Students admitted conditionally will be required to comply with AA-57, Conditional Admission Policy.

## **International Applicants Admission Requirements**

Clarkson College allows applications from students who have been educated in another country who meet the admission requirements established by the College and the academic program of interest. Additional requirements from the Student and Exchange Visitor Program may be required. Applications are reviewed based on the criteria of academic performance and English proficiency as outlined for undergraduate and graduate degrees.

Students who are not U.S. Citizens may be required to submit additional documentation prior to registration. This may include but is not limited to evidence of the student's status as a permanent resident, DACA (Deferred Action for Childhood Arrival), or F1 Visa.

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## **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.

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## **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 sign 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.

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## **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; and
3. Will not have any of the following end of the semester course grades "C", "D", "F", "WF", "NP" or "I"

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, 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.

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## **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.

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## **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., Alegent Health School of Radiologic Technology in Omaha, Neb. And 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.

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### **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.

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### **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 \(FERPA\)](#).

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### **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.

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## **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)
- Advanced Placement Examinations (AP) [Minimum score of 3 required]
- National League for Nursing (NLN) Exams
- 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 which 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 escrow 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 which 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 what, 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 Memos of Understanding with any accredited community college/health system according to the wishes of the academic program directors and administration. The articulation agreement and/or Memo of Understanding is a formal, signed agreement that specifically states the Clarkson College degree requirements and the community college/health system courses that may be transferred. Current articulation agreements can be found in the Admissions section of the College website.

## **Assessment of Student Success Skills (Policy OG-23)**

The following student success skills 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.

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 decisionmaking. 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)**

Students who elect to audit a course must register for the course and pay full tuition. The student will not be required to 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.

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

## **Cancelling a Course (Policy AA-36)**

Determination to cancel a course will be made by the Academic Program Director.

### **Procedure:**

Every effort will be made to notify students and direct them to an alternative enrollment. If the cancelled class has a corresponding on-line section, students previously enrolled in the on-campus section may transfer to the on-line section of the class. On-line education fees will be applicable for students transferring from a cancelled on-campus class to an on-line section.

## **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>

## **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](#)

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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.
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.
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 wellbeing 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.

## Copyright (Policy IT-4)

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 standards must be met for any of the foregoing purposes:

- The use must be for such purposes as teaching or scholarship and must be for nonprofit;
- Employees may make single copies of book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers, short stories, essays or poems, and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers in accordance with these guidelines;
- Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed; and,
- If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

The following policy statements apply to users within Clarkson College:

1. Clarkson College is not responsible for any violations of the copyright law by its employees.
2. Users will not load personal software on any computer system without the prior approval of Information Systems.
3. Users will not download or make unauthorized copies of software.
4. Users will not give, distribute or transfer software to any outside third party.
5. Users will not place copyright material on the WWW, E-mail, or computer system that violates copyright laws.

Legal References: P.L. 94-553 - 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)**

Prior to registration, the Registrars' Office will complete a Degree Plan for all new students. 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.

### **Procedure:**

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.

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.

A Registrar's Office Representative will sign the Degree Plan. 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 will be informational and not contractual in nature. Note: An Academic Plan is available in Self Service for students 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 Academic or Operations Vice President may a student be dismissed from the College.

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.

### **Academic Dismissal**

Students may be dismissed from an academic program because of poor academic performance. Academic dismissal means that the individual is no longer permitted in the academic program, but has the option to reapply to the College.

## **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. 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.

Drug and alcohol offenses may result in academic and/or non-academic sanctions. Academic sanctions are directly related to the student's progression or termination within their program of study, and occur when the student violates the drug and alcohol policy within class/clinical/practicum settings. Non-Academic sanctions are actions taken at any time when the student violates the Drug and Alcohol policy.

Within the Clarkson College Community, the following regulations dealing with drug and alcohol apply.

1. Possession of and use of drugs and alcohol on campus property 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 use, sale, and distribution of drugs or alcohol.
2. Possession by minors is an infraction of Neb. Re. Statute 53-180.02 and is punishable by three 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.
3. 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.
4. No alcohol shall be served at any event sponsored by Clarkson College or a recognized Clarkson College organization, unless prior permission from Clarkson College administration has been obtained and the alcohol is sold off campus by a licensed, independent vendor via a "cash bar" and only to persons of legal age.
5. Possession, use, and sale 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.
6. Neither the College nor any group, which owes its existence to Clarkson College, whether officially or unofficially, formally or informally, will be permitted to use any organizational funds held by the institution for the purchase of any kind of alcoholic beverage.
7. 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.



8. Students who are suspected of intoxication from either drugs or alcohol during a theory class, laboratory course or clinical rotation are in violation of the drug and alcohol policy and will be subject to the procedures outlined in the section titled student violation categories.
9. Any student on campus, including the Residence Hall and campus activities, whether of legal age or underage and suspected of intoxication is in violation of the Clarkson College drug and alcohol policy and will be subject to procedures outlined in the section titled student violation categories.
10. Containers that originally contained alcoholic beverages will not be allowed in the Residence Hall for any purpose. Said containers will be promptly removed and disposed of.
11. There will be absolutely no posted advertisement for alcoholic beverages in any College publication, private, or public area.
12. 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.
13. Clarkson College may take appropriate measures in emergency situations such as contacting parents or law enforcement in order to ensure the health and safety of the student.
14. 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.
15. A positive test result will include the following: 1) positive drug test indicating the presence of drugs in the specimen, 2) failure to submit to a drug test within the requested timeframe, and/or 3) the finding of two consecutive "dilute" specimens.

## **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.

## **STUDENT VIOLATION CATEGORIES**

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. If the results of testing are positive, the student can only continue academically at the College if they meet the following requirements.

### **If positive result is due to a legally prescribed medication:**

1. The student must have the form signed by the prescribing health care provider stating why he/she is prescribed that medication. (Appendix A, VPAA Form 1 – Prescribing Report)
2. A list of all the medications the student has been prescribed should be included on the form and returned within 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.
3. The medication list will be approved/disapproved by the Chair of the Student Support Team and /or the Student Counselor within 3 business days.
4. If the medication list is not approved by College designee it will be viewed as a positive drug screen.
5. Student will not be allowed to participate in clinical setting until the proof of treatment process is completed.

### **If positive result is due to other use:**

1. The student must meet with a College approved Student Counselor and successfully complete the prescribed treatment plan; if the student is a licensed healthcare provider they must also follow appropriate regulations according to their state licensure.
2. The student will initially only be allowed to enroll in theory (didactic only) Courses (without co-requisite clinical courses) while completing drug/ alcohol treatment. The student will be allowed to enroll in 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 Student Counselor;
3. The student will be subject to random interval or scheduled interval drug/alcohol testing for as long as they are an enrolled student at the College; at expense of the student.
4. The Student Counselor will notify the VPAA or designee via (form), that the student can progress in the course. The VPAA or designee will release information to the Program Director. (Appendix A, VPAA Form 2- Return to Course Form)
5. If the student does not comply with the treatment plan set forth by the counseling services provided by the College, refuses subsequent drug and or alcohol testing, or has a second positive drug test, the student will be administratively withdrawn from the College.

## Currently Enrolled Students

Any currently enrolled student may be required to complete a drug/alcohol test (either scheduled or random timing).

Students in a theory/didactic course,( Theory/Classroom Settings), lab course(laboratory setting), and/or Clinical/Practicum Course(clinical setting) may be required to undergo random drug testing with or without cause.

### PROCEDURE:

Procedure for Testing for Random/Cause:

1. If student is **on the College campus** during office hours (8:00am – 4:30pm):
  - a. The faculty/staff will notify the VPO at (402) 552-6114.
  - b. The VPO will assess the situation
  - c. If student appears to be non-threatening:
    - i. VPO will contact Security at (402) 559-5911 immediately and a BIT member with location information.
  - d. VPO and BIT member will remove the student from class/area and take to a private setting and wait for Security for further assessment.
    - i. VPO/BIT member will complete the checklist (Appendix C) for making reasonable cause determination.
  - e. VPO will place an order for testing if assessment requires it.
    - i. Go to <https://mycb.castlebranch.com>.
    - ii. “Place Order”, top right side of the screen, enter the package code LM51dt (Omaha Area Only) in the box and press “GO”.
    - iii. You will be prompted then to enter the student’s personal information to complete the order (Name, DOB, SSAN).
      - i. Enter VPO/designee email (not the student’s).
      - ii. Enter College address (not the student’s).
    - iv. If requiring assistance to walk thru this setup contact CastleBranch by phone at 1- 888-723-4263
      - i. (Select 1) for student/faculty
      - ii. (Select 1) for assistance with a customer service representative.
  - f. After account is setup, the student will be given a paper chain of custody form to take to the lab for testing.
    - i. Lab in Omaha will be Quest Diagnostics at 10020 Nicholas Street, Ste 102, Omaha, NE 68114 (402)399-8365.
  - g. CastleBranch will bill the College for testing.
  - h. Student will then be billed for testing charges by Student Financial Services.
  - i. Following the testing, the VPO/BIT member will inform the student to contact a family member/friend for transportation. If needed, the VPO/BIT member will arrange taxi service (in Omaha see Appendix D) for the student at the student’s expense. If student appears to be impaired and refuses to be tested, VPO/BIT member will assist the student in contacting a family member/friend or as above have arrangements made for a taxi to take the student home. If the student tries to leave on their own, encourage the student to stay. If the student leaves on their own, the VPO/BIT member will document the incident.

- j. Faculty/Staff will contact the Program Director or designee to report the incident.
  - k. The VPO will also schedule a debriefing with the Faculty/staff /VPAA/Program Director/BIT member the next business day to conclude the documentation on steps taken.
  - l. If the student appears to be a threat to self or others:
    - i. Contact local authorities' immediately-Call 911! 6
2. If student is on campus after hours:
- a. The faculty/staff will notify Security at (402) 559-5911 immediately and Program Director or designee with location information.
  - b. Security will remove the student from class/area and take to a private setting and wait for further assessment.
  - c. The faculty/staff will complete the checklist (Appendix C) for making reasonable cause determination.
  - d. The faculty/staff will discuss the checklist with the Program Director or designee.
  - e. After assessment, the faculty/staff will advise student that they will be contacted the next business day for the next steps.
  - f. The faculty/staff will inform the student to contact a family member/friend for transportation. If needed, the faculty/staff will arrange taxi service (in Omaha see Appendix B) for the student as above in vii at the student's expense. If student appears to be impaired and refuses to be tested, faculty/staff will assist the student in contacting a family member/friend or as above have arrangements made for a taxi to take the student home. If the student tries to leave on their own, encourage the student to stay. If the student leaves on their own, the faculty/staff will document the incident
  - g. The faculty/staff will also schedule a debriefing with the VPO/VPAA/Program Director/BIT member the next business day to schedule the student meeting, testing if required, complete documentation on steps taken.
  - h. If the student appears to be a threat to self or others:
    - i. Contact local authorities' immediately-Call 911!
3. If student is at a clinical site or other College approved activity:
- a. Faculty/Staff/Preceptor (or designated agency personnel) should follow the site specific policy.
  - b. Clinical agency supervisor will contact site Security or local authorities.
  - c. After Security or local authorities arrive, Security or local authorities will remove the student from immediate work area and make arrangements per the clinical site policy. The student is to remain in that location until process is completed.
  - d. Instructor 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.
  - e. The Program Director or designee will assess with the site if testing is warranted and review the site policy.
  - f. After assessment, if the student should be tested and the clinical site does not have a policy:

- i. The instructor and site supervisor will phone conference with the Program Director or designee.
    - ii. The discussion/assessment will be documented.
    - iii. The instructor completes the Checklist (Appendix C) for Reasonable Cause Determination and submits this to the Program Director, who forwards to the VPAA as soon as possible.
  - g. The instructor will advise student that they will be contacted the next business day for the next steps.
  - h. The instructor will inform the student to contact a family member/friend for transportation to be removed from the site. If needed, the faculty/staff/preceptor will arrange taxi service for the student. Taxi expenses will be the responsibility of the student.
  - i. If testing is required, the Program Director will place an order for testing as above and the student will be instructed on when and where to report for testing.
  - j. Quest Diagnostics is authorized to run Drug and Alcohol testing.
    - i. Using the steps above for CastleBranch, but will use the package code for an electronic chain of custody form - package code CT07dt-Outside Omaha Area Only)
    - ii. After placing the order, an email with the **electronic chain of custody form needs to be requested for expedited use**. The form will need to be printed for the student to take to the lab. Labs location will be listed on electronic chain of custody form.
    - iii. **\*IMPORTANT\*** It is important for you to call the Quest Diagnostics Location listed on the electronic chain of custody form ahead of time to ensure that they accept electronic chain of custody forms. If they do not, you will need to locate an alternative Quest site that can accept the electronic form.
    - iv. To contact CastleBranch Service Desk please dial 888-723-4263 Select (1) for Student/Faculty member. Select (1) for to request the email of the electronic chain of custody.
4. Students who refuse testing or fail to comply with any step in the processes above will be considered a positive test result.
  5. The student will pay for all costs associated with the for-cause testing, including transportation costs.
  6. All specimens identified as non-negative/positive on the initial test shall be confirmed by the testing laboratory. Any positive test results will be reviewed by the Medical Review Officer (MRO), of the vendor
  7. Students with positive drug or alcohol screens will follow steps stated under violations in SW-15. All expenses are the students responsibility. Students are required to follow through with treatment recommendations. When the student is released, they will be informed that clinical placement will be based on availability and may not be guaranteed. This incident may significantly deter academic progression.
  8. Allow 3-5 business days for the test results to be sent to CastleBranch.
  9. Student confidentiality of all information relating will be maintained.

If the student tests positive for drugs/alcohol, the student:

1. Will be immediately administratively withdrawn from all laboratory/clinical/practicum courses, but may be allowed to remain in theory 8 classes (without co-requisite clinical courses) while undergoing required drug/alcohol treatment according to program requirements.
2. Must meet with a College-approved Student Counselor and successfully complete the prescribed treatment plan.
3. Will be allowed to enroll in 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.
4. 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;
5. 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,
6. May be administratively withdrawn from the College if the student does not comply with the treatment plan set forth by the College provided counselor refuses subsequent drug and or alcohol testing, or has a second positive drug test.

### **Residence Hall/Dorm Offenses**

Students in College sponsored activities whether on College campus property or in College housing:

Within the disciplinary system for non-academic violations, the following procedures are considered as a guide for policy violations and represent the minimum sanction possible for the violations of the Drug and Alcohol policy. The Vice President of Operations (VPO) or administration may levy further sanctions on an individual case basis depending on the severity of the offense. All requirements of a sanction must be completed prior to the start of the next academic semester. Students will be ineligible for further program progression and registration will not be allowed for the following semester, if the sanction requirements are not completed.

The disciplinary sanctions for drug and alcohol offenses which occur during college sponsored activities or in college housing include the following steps:

1. The first offense of the Drug and Alcohol policy will result in the following (offenses for substances other than alcohol are considered an automatic second offense)
  - Required student completion of an alcohol use evaluation survey
  - Completion of the Alcohol Skills Training Program (ASTP)
  - A fine of \$25.00
2. The second offense of the Drug and Alcohol policy will result in the following:
  - Required student completion of an alcohol use evaluation survey
  - Completion of Brief Alcohol Screening and Intervention for College Students (Basics) through four sessions with the Licensed Alcohol and Drug Addiction Counselor (LADAC), Provisional Licensed Alcohol and Drug Addiction Counselor (PLADAC), or Certified Master Addiction Counselor (CMAC), with any and all fees to be incurred by the student

- A fine of \$50.00
3. The third offense of the drug and alcohol policy will result in the following:
    - The student will undergo Formal Evaluation for Substance Abuse by a LADAC, PLADAC, or CMAC with any and all fees to be incurred by the student. The Counselor will provide documentation back to the College that the student is progressing with recommending treatment options.
    - If living in the College Residence Hall, the student will be placed on housing probation.
    - A fine of \$75.00.
  4. The fourth offense of the Drug and Alcohol policy will result in the following:
    - Immediate eviction from the College residence hall and possible academic sanctions.
    - The student will undergo a second drug and alcohol evaluation by a LADAC, PLADAC, or CMAC. The cost of evaluation and any further services will be incurred by the student.
    - The counselor will provide documentation back to the College of a monitoring plan if needed, based on screening results.
    - If the counselor recommends a treatment plan, documentation of progression will be sent back to the College.

## **E-mail (Policy IT-1)**

### **Acceptable Use**

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. The following items apply to using e-mail at Clarkson College:

- Users will not use e-mail for communicating actions that may terrify, intimidate, threaten, harass, annoy or offend another person.
- Users will not use e-mail to send humorous items, chain letters, viruses, etc. to others in any form that would offend or annoy the intended recipient(s).
- Users will not try to access other user's e-mail accounts or other unauthorized areas of the college computer system.
- Users will not use e-mail to violate copyright laws and policies or any other illegal activity as established by federal, state and local laws.
- These actions constitute grounds for cancellation of access to Clarkson College e-mail privileges, and may result in disciplinary and/or legal action.

### **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.

### **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 Server Backup procedure. 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 for up to 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 the 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 academic year from the last term when they were registered.
- **Dismissed students** - If a student is dismissed from the 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 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.

### **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](mailto: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 Security
- 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.

### **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 allowed only in Student Housing and not in other areas of the College unless approved.

### **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. An ESA's behavior, noise, and odor should not create unreasonable disruptions for other residents in Student Housing. 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 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 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 then contact the student for additional details and, along with the student's other housing preferences and/or needs, make a Student Housing assignment.

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.

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.

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.

## **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.

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.

### **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.



Filing for graduation will automatically initiate a graduation audit by the Registrar's Office.

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 (Student must register and pay for all deficient course work before participating in the graduation ceremony)

Students who do not qualify for graduation 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 to 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 and when all financial 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. This 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.

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. 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 semester credit hours of undergraduate coursework may be pursued as independent study.

## **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. 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 IPE events (one in each category or 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 service course as a part of their program of study. Undergraduate students will complete a minimum of two 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 4 modules in that semester and the 5th 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 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.

### **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. IT resources will not be used as an instrument to intimidate or offend persons. Using IT resources as a means of communication to terrify, intimidate, threaten, harass, annoy or offend another person constitutes grounds for cancellation of access to Clarkson College computers, systems, networks, learning management systems, etc., and may result in disciplinary and/or legal action.
  - Use of IT resources as a means of: a) communicating indecent, lewd or obscene language to another person, or: b) communicating a threat or lewd suggestion to another person shall be prima facia evidence of an intent to terrify, intimidate, threaten, harass, annoy or offend.
  - User profile pictures must be of good taste and focus on the user. Users shall not use objects, group shots, pets, children, or any other type of unprofessional or offensive images.
6. 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.

7. Users shall not attempt to encroach on others' use of the computing facilities or deprive them of IT resources.
8. Users shall not attempt to modify systems infrastructure. Users should not damage or obstruct the operation of the computer systems, software, services, or networks.
9. Users shall not supply, or attempt to supply, false or misleading information or identification in order to access to an IT resource.
10. Users shall not attempt to subvert the restrictions associated with any system accounts.
11. 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."
12. Users will only upload and disseminate files that have been legally obtained, and where user does not violate any licensing or copyright restrictions.

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 handbooks, policies of Clarkson College, 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, learning management system, and networking systems revoked. The Center for Teaching Excellence will review reports based on user accounts to ensure that violations to this policy, in relation to the learning management system, are reported to the proper administrator for disciplinary action of all offenders.

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

### **Last Date of Attendance (Policy AA-63)**

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

The school must demonstrate that 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 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 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. 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. If these conditions are met, the following examples are acceptable forms of such documentation, but not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students
- exams
- records of attendance, tutorials
- computer-assisted instruction
- completing an academic assignment, paper or project
- attending a required study group, or
- initiating contact with a faculty member regarding completion of academic work in the course

The following are examples of a non-academically related event but not limited to:

- living in institutional housing
- participating in the institutions meal plan
- logging into an online class without active participation
- or 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 working days of the last class missed, the names of students who have failed to complete academically related activities, and:
  - a. have two or more consecutive unexcused absences in a semester to the Registrar's Office, using the forms designated for reporting non-attendance
  - b. have three or more consecutive excused absences in a semester to the Registrar's Office, using the forms designated for reporting non-attendance
  - c. have three 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, Coordinator of the Success Center, and Student Financial Services.
7. 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 security department, which has 54 officers. Security officers undergo continuous on-the-job training to upgrade their skills. Members of the UNMC security department are not armed. They conduct foot and vehicular patrols of the campus 24 hours a day in an effort to deter criminal acts. Unsafe conditions noted by UNMC security officers during campus patrol 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 time specific withdrawal from Clarkson College. An active student must request in writing, a Leave of Absence along with the reason for the request on the change of registration form. Permission for a leave of absence requires the approval of the student's advisor or program director. Leaves are granted for a minimum of one semester and a maximum of three consecutive semesters; however, financial aid repayment will begin after 180 days. Any student on a (LOA) who does not register in any classes after the time they have indicated or within three consecutive semesters will be automatically withdrawn from the College.

Readmission to the College, after withdraw, may be possible through the application process. Students who withdraw from the College and want to reapply will be subject

to the provisions of all applicable fees and the most current Catalog at the time of readmission. Readmission is not guaranteed.

Any active duty service member, which includes 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 leave of absence, upon submission of a copy of written orders. Leave of absences will be granted for the periods of active duty. A leave of absence 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 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 2 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 student requests a Leave of Absence on the Change of Registration form.
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 Business Office will receive the form for active 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

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 (credit and professional development) in registered 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 recommends, in addition, any licensed student employed in the health care field or completing clinical course work should 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 Security of planned news media visits during non-business hours, with instructions regarding the visit.

## **New Student Assessment Testing (Policy AA-60)**

All new incoming undergraduate students in on-campus programs (BSN, LPN-BSN, RT, PTA, PTA/CH, PTA/HCB, RT/MI, RT/CH) are required to take the HESI A-2 (Health Education Systems Inc.) pre-advising assessment exam prior to registering for courses. The pre-advising assessment will evaluate students in the following areas: English (Reading Comprehension, Vocabulary, and Grammar), Math, and Biology. Results of the assessment will be used during advising to determine class schedule, support and additional resources.

### **Procedure:**

Program Directors and College Administration will have access to the pre-advising assessment results. Program Directors and/or Advisors will discuss the Pre-Advising Assessment results with their students during advisement meetings. Support services as appropriate will be required for student assessments below benchmark scores (located on the advising form) and may be recommended for other students at the discretion of the Program Director/Advisor.

Institutional reporting and analysis of assessment results and student needs will be completed at the end of each semester and reported at Academic Council by the Coordinator of Student Success. A comprehensive annual review will be completed and reported at the Academic Council Assessment Retreat by the Coordinator of

Student Success. Faculty workload and support services will be reviewed annually. Programmatic reporting and analysis will be completed at the end of each semester. Forms and procedures for advisors can be found on the N drive under Advising and Registration Days.

## **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.

## **Notice of 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 (OCR). The Director of Student Support Services serves as the Title IX Coordinator and is located in the Success Center. The Title IX Coordinator can be contacted at 402.552.2693, 1.800.647.5500 or at [titleixcoordinator@clarksoncollege.edu](mailto:titleixcoordinator@clarksoncollege.edu). The OCR can be contacted by visiting <http://www2.ed.gov/about/offices/list/ocr/index.html> or by calling 1.800.421.3481. Questions regarding other types of discrimination should be directed to the Director of Human Resources, Deb Tomek, at [tomekdeb@clarksoncollege.edu](mailto:tomekdeb@clarksoncollege.edu). Questions regarding accommodations for student disabilities should be directed to the Accommodations Coordinator at [accommodations@clarksoncollege.edu](mailto:accommodations@clarksoncollege.edu).

## **Online Education**

### **Center for Teaching Excellence**

PH 402.552.2216 TF 800.647.5500  
[cte@clarksoncollege.edu](mailto: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.

## **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. If not completed, students will be withdrawn from the program and must reapply.

### **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 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, and 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 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 Coll

### **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.

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 on the Thursday prior to the start of the semester.

A student may add course(s) to their current schedule through the first five days of instruction in a semester or prior to the second class meeting in a short term. 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 or other official campus can be reported directly by any student, faculty member or employee to:

## UNMC Security

- 42nd Street Campus
- 402.559.5111

## Residency Requirement (Policy AA-28)

- **Certificate:** At least 15 semester credit hours must be completed at Clarkson College for a certificate.
- **Associate's Degree:** At least 40 semester hours must be completed at Clarkson College for an associate's degree.
- **Bachelor's Degree:** At least 27 semester hours must be completed at Clarkson College for a bachelor's degree.
- **Master's Degree:** All but nine hours must be completed at Clarkson College for a master's degree.
- **Post-Master's Certificate in Nursing:** All credit hours of coursework must be completed at Clarkson College.
- **Doctoral Degree:** All but six credit hours must be completed at Clarkson College for doctoral degrees.

## Records Retention (Policy OG-2)

The purpose of this policy is to ensure that necessary records and documents are adequately protected and maintained and to ensure that records that are no longer needed or of no value are discarded at the appropriate time.

### Procedure:

#### Administration

A Records Committee will administer this policy. The committee will consist of representatives from the Fiscal Services, Academic Affairs, College Services, Human Resources, Student Financial Services, Marketing, Registrar, the President's Office and Information Systems cost centers.

The committee will meet as needed and is authorized to perform the following functions:

- identify and evaluate which records should be retained;
- create appropriate procedures and process them through approval channels;
- publish a retention and disposal schedule that is in compliance with local, state, and federal laws;
- monitor local, state, and federal laws affecting record retention;
- annually review the record retention and disposal program;
- develop a training program for personnel responsible for record storage and maintenance;
- monitor all departments for compliance with the record retention and disposal program;
- provide for the conversion to other media where appropriate to the preservation of records.

## **Applicability**

It is recognized that the states of Nebraska and Iowa have adopted the Uniform Photographic Copies of Business and Public Records As Evidence Act and that reproductions of original documents may be just as legally admissible as evidence as the original documents.

Thus, this policy applies to all records generated in the course of the College's operation, regardless of their media, including original documents and reproductions stored on paper, microfilm/fiche, and computer systems.

## **Personnel Records**

The College will restrict access to personnel records and protect their confidentiality.

## **Student Records**

The College will comply with the Family Education Rights and Privacy Act of 1974 (FERPA) with regards to the appropriate access to student records and the protection of their confidentiality.

## **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](mailto: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. If the Accommodations Coordinator does not deem the documentation initially provided by the student to be adequate, the student will be required to submit additional documentation related to his/her disability. The following guidelines for documentation are suggested to provide adequate information to the Accommodations Coordinator for determination of appropriate accommodation services:
  - a. The credentials of the evaluator who has undergone appropriate training, has relevant experience and no personal relationship with 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 a Statement of Eligibility (SOE) to the student for review and signature along with a Release of Information form (Release) for signature.
  - b. If the student has been deemed ineligible for accommodations, the Accommodations Coordinator will communicate this in writing, and 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 nonresponsive 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' 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 Campus Security. Students are encouraged to sign up for our Alert Notification System and given the opportunity to sign up during orientation.
- Campus Security meets with Residential students at the beginning of each semester to discuss personal safety and explain residence hall safety.
- Every September, 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.
- Our Behavioral Intervention Team offers prevention program to our employees and students, online education modules to employees and students, and bystander intervention/engagement training for employees.
- Our MARC (Mature and Responsible Choices) committee provides online information, printed materials and 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](mailto: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](mailto: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, 1-800-647-5500, or at [tomekdeb@clarksoncollege.edu](mailto:tomekdeb@clarksoncollege.edu). 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](mailto: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](mailto: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 nonappealing 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.

### **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 faceto-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 Carolina, 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 Postsecondary 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.

## **Student Services (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 must be completed and the course and/or credit must be comparable to a course offered at Clarkson College. A syllabus and course description of the course to be transferred is required (Health Care Business may be excluded).
4. Courses have been completed within the following time limits: Courses Time limits LPN–BSN, RN-BSN, Medical Imaging and PTA Bachelor of Science option courses

No limit Undergraduate Science courses 5 years Undergraduate General Education courses No limit

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. Final approval for all transfer credit must be granted by the appropriate Academic Program Director, Registrar, or Assistant 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, those undergraduate students whose academic scholastic achievements are notable 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 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 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. VPAA Administrative Assistant prints Dean's List Qualifier letters and mails out to each qualifier.
4. 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

## **Undergraduate New Student Experience (Policy AA-62)**

New Student Experience (NSE) is designed to assist students with information and skills to be successful at Clarkson College. All incoming undergraduate students who meet one of the following criteria will be required to complete NSE:

1. Students that graduated high school within one (1) year of their start date
2. Students that bring in less than 15 hours of transferrable credit

Students who have graduated from an accredited institution of higher education are exempt.

NSE will require the following based on the student's program of study:

### **On Campus Undergraduate Programs (Nursing, Radiography, and Physical Therapist Assistant):**

- Access to Clarkson College Student Success Guide via the Learning Management System (LMS).
- Enroll in their first semester and successfully complete the on-campus General Education course, Strategies for Success

Optional:

- On-campus New Student Orientation, Friday before semester begins

### **Online Undergraduate Programs (Community Health, Health Care Management, and Health Information Management):**

- Access to Clarkson College Student Success Guide via the Learning Management System (LMS).
- Enroll in their first semester and successfully complete the online General Education course, Strategies for Success.

Optional:

- On-campus New Student Orientation, Friday before semester begins

Institutional reporting and statistical analysis of the Strategies for Success course and success of the student will be completed annually as part of the Academic Council Assessment Retreat. Programmatic reporting and statistical analysis will be completed at the completion of each semester.

The Registrar will track all undergraduate students at the end of each semester of New Student Experience. Not completing the above requirements may affect student academic program progression.

**Procedure:**

Registrar’s Office will track students who meet the criteria in the policy above. These students will be coded with a “stop” in Powercampus allowing advisors to view in Self-Service.

After the first semester, the stop will be removed.

Strategies for Success will be graded through self-service.

Strategies for Success will be listed on the end of term academic issues reports.

**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 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, and
- 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. Manager of Facilities will use the campus Emergency Notification System to notify employees and students.
5. The Manager of Facilities will lock down the main building and student center and notify Security 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 after the term begins, according to the length of the course below:

### **Length of Course**

15-week course	Before the end of the 8th week of the course
12-week course	Before the end of the 7th week of the course
6-week course	Before the end of 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.

## **Academic Programs**

### **Community Health**

#### **Director of Community Health**

Sarah Flanagan MSW, MPA, LCSW

PH 402.552.6875 TF 800.647.5500

[FlanaganSarah@clarksoncollege.edu](mailto:FlanaganSarah@clarksoncollege.edu)

#### **Community Health Mission**

Professionally prepare students to 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 gerontology, health care business, human services, public health, and women’s health. 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 (Gerontology, Human Services, Public Health, Women's Health)
- Minors (Gerontology, Human Services, Public Health, 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 Gerontology, Health Care Business, Human Services, Public Health, and Women's Health.

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 transfer credits for general education and concentration courses.

Students complete core, support, and major courses and choose one of the five



concentrations which include Gerontology, Health Care Business, Human Services, Public Health, and Women's Health.

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.
- Dual degree: Associate of Science degree in Health Information Technology/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.

**Gerontology** - These courses will explore the physical, psychological, social and cultural aspects of the lifelong aging process and how to effectively provide supportive care for patients approaching the end of life. Contemporary policies, programs and services that impact quality of life, strategies used to develop programs for the older adult, and the fundamentals of long-term care management will also be discussed. Students will be prepared to work as home health and palliative care professionals, as long-term care managers or housing specialists focusing on the needs of older adults, just to name a few.

**Human Services** - This program will provide students with an understanding of the role, history, and importance of human service agencies. Characteristics of populations served, problem solving skills used to assess the needs of clients, the impact of family dynamics, crisis intervention techniques, and the importance of ethical decision making are also explored. Students will be prepared to work as health and wellness directors, child and family services specialists, youth program directors, abuse prevention program coordinators, disaster relief specialists, and community services managers.

**Public Health** - These courses will explore public policies that support individual and community health, epidemiology, and population-based health sciences. Students will also learn how to diagnose problems, develop programs to educate and empower people about health issues, and the importance of research to uncover new insights and innovative solutions. Students will be prepared for positions in environmental health, community health, corporate health and wellness, as well as biostatistics and informatics and health education

**Women's Health** - This program offers comprehensive study of historical and current issues related to the growth and development of women. Psychological, social, and behavioral influences along with the political, cultural and geographical factors will be explored. Students will be prepared to work as patient service representatives, sexual assault services program coordinators, domestic violence prevention educators, victim assistance advocates, youth ministry coordinators, and child/family services case workers.

## **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.

**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.

**Human Services** - The Human Services minor is for students interested in helping vulnerable people become more self-sufficient and learn new skills. Human Services professionals coordinate the provision of basic needs for clients who are unable to care for themselves.

**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.

**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.

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## **Bachelor of Science in Community Health**

### **Director of Community Health**

Sarah Flanagan MSW, MPA, LCSW

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[FlanaganSarah@clarksoncollege.edu](mailto: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 Gerontology, Health Care Business, Human Services, Public Health, and Women's Health.

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 transfer credits for general education and concentration courses. Students complete core, support, and major courses and choose one of the five concentrations which include Gerontology, Health Care Business, Human Services, Public Health, and Women's Health.

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.
- Dual degree: Associate of Science degree in Health Information Technology/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 receive 12 direct transfer credits and do not take courses from this section.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">GEN 101 - Strategies for Success</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0

Total Semester Hours 12/13\*

\*GEN 101 required for New Student Experience and Conditional Acceptance

### Support Courses

(24 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">ST 310 - Statistics</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a> OR	4
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> OR	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<b>Total Semester Hours</b>	<b>24</b>

## 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
<a href="#">EA Core - Ethics, Empathy, and Advocacy</a>	3
<a href="#">IC Core - Intercultural Communication</a>	3
<a href="#">HU Core - Humanities</a>	3
Total Semester Hours	9

## Major Courses

(9 semester hours)

Courses	Semester Hours
<a href="#">CHL 320 - Health Literacy for Community Health Professionals</a>	3
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
<a href="#">CHL 420 - Community Health Capstone (concentration related)</a>	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.

## Gerontology Concentration

(18 semester hours)

Courses	Semester Hours
<a href="#">PY 220 - Death and Dying: Perspectives for Health Care Providers</a>	2
<a href="#">HC 220 - Gerontology</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing End of Life Care</a>	3
<a href="#">CHL 336 - Seminar in Gerontology</a>	2
<a href="#">BU 420 - Long Term Care</a>	3
Total Semester Hours	18

### **Health Care Business Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
Total Semester Hours	9

### **Health Care Business Electives**

Students choose three of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3

### **Human Services Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 242 - Human Services Theory and Application</a>	3
<a href="#">CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 246 - Information and Referral</a>	1
<a href="#">CHL 247 - Understanding the Criminal Justice System</a>	1
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
<a href="#">CHL 249 - Crisis Intervention Seminar</a>	1
<a href="#">PY 200 - Human Development</a>	3
<a href="#">EA 200 - Health Care Ethics</a> OR	3
<a href="#">EA 205 - Death and Dying</a> OR	3
<a href="#">EA 210 - American Poverty and Health Care</a> OR	3
<a href="#">EA 215 - Abnormal Psychology</a>	3
Total Semester Hours	18

### **Public Health Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 250 - Epidemiology</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3
<a href="#">CHL 351 - Data Collection and Future Trends in Public Health</a>	3
<a href="#">CHL 353 - Community Engagement in Public Health</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Health Care</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
Total Semester Hours	18

### **Women's Health Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 260 - Evolution of Women's Health</a>	3
<a href="#">CHL 261 - Women's Health in Contemporary Society</a>	3
<a href="#">CHL 265 - Literary Perspectives of Women's Health</a>	3
<a href="#">CHL 362 - Global Issues in Women's Health</a>	3
<a href="#">CHL 364 - Mental Health of Women Throughout the Lifespan</a>	3
<a href="#">CHL 365 - Women's Health Seminar: Mammography</a>	1
<a href="#">CHL 366 - Women's Health Seminar: Pharmacology</a>	1
<a href="#">CHL 367 - Women's Health Seminar: Preventative and Restorative Topics</a>	1
Total Semester Hours	18

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### **Community Health Minors**

#### **Director of Community Health**

Sarah Flanagan MSW, MPA, LCSW

PH 402.552.6875 TF 800.647.5500

[FlanaganSarah@clarksoncollege.edu](mailto:FlanaganSarah@clarksoncollege.edu)



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

#### Human Services Minor

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 242 - Human Services Theory and Application</a>	3
<a href="#">CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 246 - Information and Referral</a>	1
<a href="#">CHL 247 - Understanding the Criminal Justice System</a>	1
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
<a href="#">CHL 249 - Crisis Intervention Seminar</a>	1
<a href="#">EA 200 - Health Care Ethics</a> OR	3
<a href="#">EA 205 - Death and Dying</a> OR	3
<a href="#">EA 210 - American Poverty and Health Care</a>	3
Total Semester Hours	18

#### Women's Health Minor

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 260 - Evolution of Women's Health</a>	3
<a href="#">CHL 261 - Women's Health in Contemporary Society</a>	3
<a href="#">CHL 265 - Literary Perspectives of Women's Health</a>	3
<a href="#">CHL 362 - Global Issues in Women's Health</a>	3
<a href="#">CHL 364 - Mental Health of Women Throughout the Lifespan</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 365 - Women's Health Seminar: Mammography</a>	1
<a href="#">CHL 366 - Women's Health Seminar: Pharmacology</a>	1
<a href="#">CHL 367 - Women's Health Seminar: Preventative and Restorative Topics</a>	1
Total Semester Hours	18

### **Public Health Minor**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 250 - Epidemiology</a>	3
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3
<a href="#">CHL 351 - Data Collection and Future Trends in Public Health</a>	3
<a href="#">CHL 353 - Community Engagement in Public Health</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Health Care</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
Total Semester Hours	18

### **Gerontology Minor**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 220 - Death and Dying: Perspectives for Health Care Providers</a>	2
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing End of Life Care</a>	3
<a href="#">CHL 336 - Seminar in Gerontology</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 420 - Long Term Care</a>	3
Total Semester Hours	18

## Gerontology Certificate

### Director of Community Health

Sarah Flanagan MSW, MPA, LCSW

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[FlanaganSarah@clarksoncollege.edu](mailto:FlanaganSarah@clarksoncollege.edu)

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

#### Prerequisites

Prerequisites 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.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 224 - Anatomy and Physiology for HIM</a> OR	4
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> AND	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
Total Semester Hours	16

### Required courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 420 - Long Term Care</a>	3
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing End of Life Care</a>	3
<a href="#">CHL 336 - Seminar in Gerontology</a>	2
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">PY 220 - Death and Dying: Perspectives for Health Care Providers</a>	2
Total Semester Hours	21

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## Human Services Certificate

### Director of Community Health

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The Human Services Certificate program is ideal for individuals who have a passion for helping people in need to improve their quality of life. This is a diverse group and may include children and families, the elderly, homeless people, immigrants, people with addictions, people with disabilities, and many more.

## 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

### Prerequisites

Prerequisites - 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
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a> OR <a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> AND <a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4 4 4
Total Semester Hours	16

### Required courses

Courses	Semester Hours
<a href="#">CHL 242 - Human Services Theory and Application</a>	3
<a href="#">CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 246 - Information and Referral</a>	1
<a href="#">CHL 247 - Understanding the Criminal Justice System</a>	1
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 249 - Crisis Intervention Seminar</a>	1
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">EA 200 - Health Care Ethics</a> OR	3
<a href="#">EA 205 - Death and Dying</a> OR	3
<a href="#">EA 210 - American Poverty and Health Care</a> OR	3
<a href="#">EA 215 - Abnormal Psychology</a>	3
Total Semester Hours	21

Students choose an additional Ethics, Empathy, and Advocacy course.

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## **Public Health Certificate**

### **Director of Community Health**

Sarah Flanagan MSW, MPA, LCSW

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The Certificate in Public Health is designed for individuals interested in obtaining knowledge about public health concepts to enhance their ability to succeed in their chosen field.

### **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**

#### **Prerequisites**

Prerequisites 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.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a> OR <a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> AND <a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4 4 4
Total Semester Hours	16

### Required courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">CHL 250 - Epidemiology</a>	3
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3
<a href="#">CHL 351 - Data Collection and Future Trends in Public Health</a>	3
<a href="#">CHL 353 - Community Engagement in Public Health</a>	3
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
Total Semester Hours	21

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## Women's Health Certificate

### Director of Community Health

Sarah Flanagan MSW, MPA, LCSW

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[FlanaganSarah@clarksoncollege.edu](mailto:FlanaganSarah@clarksoncollege.edu)

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.

## 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

### Prerequisites

Prerequisites - 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
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a> OR <a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> AND <a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4 4 4
Total Semester Hours	16

### Required courses

Courses	Semester Hours
<a href="#">CHL 260 - Evolution of Women's Health</a>	3
<a href="#">CHL 261 - Women's Health in Contemporary Society</a>	3
<a href="#">CHL 265 - Literary Perspectives of Women's Health</a>	3
<a href="#">CHL 362 - Global Issues in Women's Health</a>	3
<a href="#">CHL 364 - Mental Health of Women Throughout the Lifespan</a>	3
<a href="#">CHL 365 - Women's Health Seminar: Mammography</a>	1



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 366 - Women's Health Seminar: Pharmacology</a>	1
<a href="#">CHL 367 - Women's Health Seminar: Preventative and Restorative Topics</a>	1
<a href="#">CHL 410 - Community Health Fieldwork (concentration related)</a>	3
Total Semester Hours	21

## **Undergraduate Community Health Courses**

### **CHL 242 - Human Services Theory and Application**

This course will introduce the role, history and theory of human services. The goal is to provide a context for understanding the societal need for human service workers from intake to discharge. The focus will be on understanding the framework for connecting people with the community services they may need, from a strengths-based perspective. This class requires an off-site service commitment in order to provide an opportunity for real world application.

**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 246 - Information and Referral**

The objective of this class is to help students 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 special populations and gain an understanding of creating a resource databank for themselves.

**Semester hours: 1**

### **CHL 247 - 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: 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 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 320 - Health Literacy for Community Health Professionals**

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 is a designated service course.

**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 End of Life Care**

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 336 - 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: 2**

### **CHL 351 - Data Collection and Future Trends in Public Health**

In this course, students will analyze information concerning future trends in Public Health Care using methods learned in Advanced Statistics. Students will also look at demographics, facilities, educational infrastructure and law, and analyze how future trends will affect public health.

**Semester hours: 3**

**Prerequisites:**

- [BU 470](#) - Issues and Policies in Public Health
- [CHL 250](#) - Epidemiology
- [CHL 251](#) - Environmental Risk Factors and Disease
- [ST 410](#) - Advanced Statistics for Public Health Care

**Restrictions and Notes:**

- CHL 353 may be taken concurrently or prior to CHL 351.

### **CHL 353 - Community Engagement in Public Health**

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**

**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 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

**Director of Doctor in  
Health Care Education & Leadership**  
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## Doctor in Health Care Education & Leadership

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Health Care Education & Leadership**  
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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 conjunction 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

### Core Requirement Course

(14 semester hours)

Courses	Semester Hours
<a href="#">EDD 915 - Outcomes of Health Care in a Global Society</a>	3
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	2
<a href="#">EDD 919 - Healthcare Policy and Law</a>	3
◊ <a href="#">EDD 932 - Leadership</a>	3
<a href="#">EDD 945 - Healthcare Economics and Financial Management</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	14

### Major Courses

(30 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 910 - Applied Research</a>	3
<a href="#">EDD 960 - Trends and Issues in Health Care Education</a>	3
<a href="#">EDD 962 - Learning Theories</a>	3
<a href="#">EDD 964 - Assessment of Educational Programs and Organizational Outcomes</a>	3
<a href="#">EDD 966 - Curriculum and Program Development</a>	3
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3
<a href="#">EDD 972 - Assessment of Instructional Technology and Distance Education</a>	3
<a href="#">EDD 920 - Doctoral Seminar I</a>	1
<a href="#">EDD 921 - Doctoral Seminar II</a>	2
<a href="#">EDD 922 - Doctoral Seminar III</a>	2
<a href="#">EDD 923 - Doctoral Seminar IV</a>	1
<a href="#">EDD 974 - Dissertation I</a>	1
<a href="#">EDD 975 - Dissertation II</a>	1
<a href="#">EDD 976 - Dissertation III</a>	1
Total Semester Hours	30

**Total Semester Hours in Program 44**

**Curriculum plan of required courses for Doctor in Health Care Education and Leadership Program (Full time)**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 910 - Applied Research</a>	3
<a href="#">EDD 932 - Leadership</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	6

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 915 - Outcomes of Health Care in a Global Society</a>	3
<a href="#">EDD 920 - Doctoral Seminar I</a>	1
<a href="#">EDD 962 - Learning Theories</a>	3
Total Semester Hours	7

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 960 - Trends and Issues in Health Care Education</a>	3
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	2
Total Semester Hours	5

**Second Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 972 - Assessment of Instructional Technology and Distance Education</a>	3
<a href="#">EDD 921 - Doctoral Seminar II</a>	2

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	5

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 919 - Healthcare Policy and Law</a>	3
<a href="#">EDD 966 - Curriculum and Program Development</a>	3
Total Semester Hours	6

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3
<a href="#">EDD 964 - Assessment of Educational Programs and Organizational Outcomes</a>	3
<a href="#">EDD 974 - Dissertation I</a>	1
Total Semester Hours	7

### Third Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 945 - Healthcare Economics and Financial Management</a>	3
<a href="#">EDD 922 - Doctoral Seminar III</a>	2
<a href="#">EDD 975 - Dissertation II</a>	1
Total Semester Hours	6

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 923 - Doctoral Seminar IV</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 976 - Dissertation III</a>	1
Total Semester Hours	2

**Total Semester Hours - 44**

**Curriculum plan of required courses for Doctor in Health Care Education and Leadership Program (Part time)**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 910 - Applied Research</a>	3
Total Semester Hours	3

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 962 - Learning Theories</a>	3
<a href="#">EDD 920 - Doctoral Seminar I</a>	1
Total Semester Hours	4

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	2
Total Semester Hours	2

**Second Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 932 - Leadership</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 921 - Doctoral Seminar II</a>	2
Total Semester Hours	5

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 915 - Outcomes of Health Care in a Global Society</a>	3
Total Semester Hours	3

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 960 - Trends and Issues in Health Care Education</a>	3
Total Semester Hours	3

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 945 - Healthcare Economics and Financial Management</a>	3
Total Semester Hours	3

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 919 - Healthcare Policy and Law</a>	3
Total Semester Hours	3

#### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3
Total Semester Hours	3

**Fourth Year****First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 972 - Assessment of Instructional Technology and Distance Education</a>	3
<a href="#">EDD 922 - Doctoral Seminar III</a>	2
Total Semester Hours	5

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 966 - Curriculum and Program Development</a>	3
Total Semester Hours	3

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 964 - Assessment of Educational Programs and Organizational Outcomes</a>	3
<a href="#">EDD 974 - Dissertation I</a>	1
Total Semester Hours	4

**Fifth Year****First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 975 - Dissertation II</a>	1
Total Semester Hours	1

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 923 - Doctoral Seminar IV</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 976 - Dissertation III</a>	1
Total Semester Hours	2

**Total Semester Hours - 44**

## **Doctoral Education & Leadership Courses**

### **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 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 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: 2**



### **EDD 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**

### **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 962 - Learning Theories**

This course examines current and foundational research of the mind, brain and learning that impacts the learner's ability to effect transformational changes in personal and professional behaviors. Recent and classical theories are explored to enable learners to identify and enhance learning.

**Semester hours: 3**

### **EDD 964 - Assessment of Educational Programs and Organizational Outcomes**

This course will allow the learner to analyze, evaluate and design a variety of methods for assessment of educational programs at the course, program and organizational level. Application for assessment strategies and methods will be made to higher educational programs and professional training/development programs in the organizational setting. Consideration of leading organizational change to develop a

culture of assessment will also be addressed. Processes and challenges of learning assessment related to organizational outcomes are addressed.

**Semester hours: 3**

### **EDD 966 - Curriculum and Program Development**

This course focuses on curriculum development and implementation for educational programs based upon research, societal trends and organizational needs. Curriculum planning and design in relationship to program mission, objectives and outcomes will be discussed. Learners will explore the influence of regulatory bodies on program development.

**Semester hours: 3**

**Prerequisites:**

- [EDD 962](#) - Learning Theories

### **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 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 972 - Assessment of Instructional Technology and Distance Education**

This course examines the current state of distance education and the use of technology to effectively achieve measurable student outcomes. Learners will critically evaluate the relationship between instructional design and technology. Learners will explore the principles, philosophies, practices and current delivery models used by practitioners

in the distance education arena. Learners will also explore assessment tools and methodologies to develop evaluation strategies monitoring both synchronous and asynchronous delivery systems.

**Semester hours:** 3

**Prerequisites:**

- [EDD 966](#) - Curriculum and Program Development

### **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

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## **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 21<sup>st</sup> 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 adaptability 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 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**

### **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 I - 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:**

- Students with Conditional Admission Status and/or students below the Pre-Advisement Assessment Exam benchmark score. Note: Students may enroll with Advisor and/or Faculty recommendation.

### **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:**

- Students with Conditional Admission Status and/or students below the Pre-Advisement Assessment Exam benchmark score. Note: Students may enroll with Advisor and/or Faculty recommendation.

### **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:**

- Students with Conditional Admission Status and/or students below the Pre-Advisement Assessment Exam benchmark score. Note: Students may enroll with Advisor and/or Faculty recommendation.

#### **BI 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 I - Lecture and Lab

#### **BI 312 - Cadaver Applications in Anatomy (lecture and lab)**

Students will build on their basic anatomy knowledge through detailed cadaver dissection and lecture. This course will add depth and detail regarding anatomical structures and systems through correlation of regional anatomy to clinical cases.

**Semester hours:** 4

#### **Prerequisites:**

- [BI 211](#) - Human Anatomy - Lecture and Lab

#### **BI 806 - Cadaver Applications in Anatomy (lecture and lab)**

Students will build on their undergraduate and clinical experiences through detailed cadaver dissection and lecture. Correlation of pertinent regional anatomy to clinical cases and/or areas of graduate study will be emphasized when relevant.

**Semester hours:** 4

#### **Prerequisites:**

- [BI 211](#) - Human Anatomy - Lecture and Lab

#### **CH 110 - General Chemistry I - 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 101](#) - Introduction to Algebra

**Restrictions and Notes:**

- MA 101 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 I - Lecture and Lab

**Restrictions and Notes:**

- Students with Conditional Admission Status and/or students below the Pre-Advisement Assessment Exam benchmark score. Note: Students may enroll with Advisor and/or Faculty recommendation.

### **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:**

- Prerequisite: 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

### **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 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

**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 is a designated service course.

**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

**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 is a designated service course.

**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.

**Semester hours:** 3

### **Course Options:**

- [IC 200](#) - Developing Cultural Competence
- [IC 210](#) - Patient Engagement, Medicine, and Mass Media
- [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 101 - Introduction to Algebra**

Basic concepts of the real number system, polynomials, first-degree equations, algebraic fractions, radicals and quadratic functions.

**Semester hours:** 3

## **MA 120 - College Algebra**

Covers axioms of real and complex numbers; equations and inequalities in a variable and solutions of these systems; polynomial, exponential and logarithmic functions.

**Semester hours:** 3

## **PE 291 - Self Defense**

Self-defense is a state of mind as well as a set of physical skills. In this course you will learn self-defense techniques and develop the self-confidence and control needed to execute them properly with an appreciation for the individual's physical abilities. This course will also help to broaden your base of knowledge of violence against women, teens, and safety measures for you and your family.



**Semester hours: 2**

### **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

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# Health Care Administration & Management

## Director of Health Care Business

Carla Dirkschneider, M.S., RHIA

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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.

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## Health Care Business Minor

### Director of Health Care Business

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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
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a> OR <a href="#">BU 199 - Principles of Managerial Accounting</a>	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
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 420 - Long Term Care</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	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**

### **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 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)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	23
Total Semester Hours	50

### Support Courses

(6 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
Total Semester Hours	6

### **Business Major Courses**

(48 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	48



## Health Care Business Elective Courses

(Choose 24 of the following 47 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 324 - Disease Process</a>	4
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 420 - Long Term Care</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">◇ BU 496 - Professional Practice Experience/Internship</a>	3
Total Semester Hours	47

## Sample curriculum plan for Health Care Business with Major in Management Program

### First Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	12

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
Electives	3
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
Electives	3
Total Semester Hours	12

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 120 - College Algebra</a>	3
Electives	6
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
Electives	6
Total Semester Hours	15

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 306 - Principles of Management</a>	3
Electives	9
Total Semester Hours	12

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
Electives	8
Total Semester Hours	14

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
Electives	3
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
Electives	6
Total Semester Hours	12

### Fourth Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Electives	3
Total Semester Hours	15

## **Bachelor of Science in Health Care Business with a major in Management - Transfer Option**

### **Director of Health Care Business**

Carla Dirkschneider, M.S., RHIA  
 PH 402.552.6295 TF 800.647.5500

## 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
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	27

### **Support Courses**

(6 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
Total Semester Hours	6

### **Business Major Courses**

(48 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 306 - Principles of Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	48

### Health Care Business Courses

(Choose 9 of the following 47 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 420 - Long Term Care</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">◇ BU 496 - Professional Practice Experience/Internship</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">HM 324 - Disease Process</a>	4
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
Total Semester Hours	47

**Sample curriculum plan for Health Care Business with Major in Management Program**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	12

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	12

### Third Semester

Courses	Semester Hours
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">BU 306 - Principles of Management</a>	3
Total Semester Hours	12

### Second Year

#### First Semester

Courses	Semester Hours
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 425 - Project Management</a>	3
Electives	3
Total Semester Hours	15

#### Second Semester

Courses	Semester Hours
<a href="#">ST 310 - Statistics</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
Total Semester Hours	15

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
Total Semester Hours	9

### Third Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Electives	3
Total Semester Hours	12

**Total Semester Hours - 128**

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## Master's in Health Care Administration

### Director of Health Care Business

Carla Dirkschneider, M.S., RHIA  
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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 39–46 semester hours. These hours must be distributed as follows:

- **Major Requirement Courses = 36 semester hours**
- **Capstone Experience = 3 semester hours**
- **Optional Electives = 7 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. As “quarters” using semester hours, the terms are 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

(36 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 799 - Graduate Roles and Ethics in Leadership</a>	2
<a href="#">MB 802 - Health Care Delivery Systems and Managed Care</a>	3
<a href="#">MB 808 - Health Care Leadership</a>	3
<a href="#">MB 815 - Informatics and Analytics for Healthcare Professionals</a>	3
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a>	3
<a href="#">MB 809 - Health Care Business Law and Ethics</a>	3
◊ <a href="#">MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">MB 834 - Health Care Quality and Regulatory Issues</a>	3
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 849 - Research Methods and Analysis</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
<b>Total Semester Hours</b>	<b>36</b>

All courses are 6 weeks in duration.

### Capstone Experience

(3 semester hours)

Courses	Semester Hours
<a href="#">MB 904 - Capstone Project I</a>	1
<a href="#">MB 905 - Capstone Project II</a>	1
<a href="#">MB 906 - Capstone Project III</a>	1
Total Semester Hours	3

All courses are 12 weeks in duration.

### Optional Electives

(7 semester hours)

Courses	Semester Hours
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">MB 899 - Independent Study for Health Care Administration</a>	1
<a href="#">◇ MB 903 - Internship</a>	3
Total Semester Hours	7

NS 847 - 15 weeks duration, MB 899 & MB 903 - 12 weeks duration

### Sample Curriculum plan for Health Care Administration Program

#### First Year

##### First Semester

Courses	Semester Hours
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 799 - Graduate Roles and Ethics in Leadership</a>	2
<a href="#">MB 809 - Health Care Business Law and Ethics</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	6

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3
Total Semester Hours	6

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 815 - Informatics and Analytics for Healthcare Professionals</a>	3
Total Semester Hours	6

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">MB 808 - Health Care Leadership</a>	3
Total Semester Hours	6

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 834 - Health Care Quality and Regulatory Issues</a>	3
<a href="#">MB 849 - Research Methods and Analysis</a>	3
Total Semester Hours	6

### Third Semester

Courses	Semester Hours
<a href="#">MB 904 - Capstone Project I</a>	1
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a>	3
Total Semester Hours	4

### Third Year

#### First Semester

Courses	Semester Hours
<a href="#">MB 802 - Health Care Delivery Systems and Managed Care</a>	3
<a href="#">MB 905 - Capstone Project II</a>	1
<a href="#">MB 906 - Capstone Project III</a>	1
Total Semester Hours	5

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## Post-Master's Certificate in Health Administration

### Director of Health Care Business

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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 Master's degree 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. As "quarters" using semester hours, the terms are nonstandard terms.

### 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).

## 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
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 799 - Graduate Roles and Ethics in Leadership</a>	2

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	3

All courses are 6 weeks in duration.

### **Required Elective Courses**

(Select 6 Classes)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 802 - Health Care Delivery Systems and Managed Care</a>	3
<a href="#">MB 808 - Health Care Leadership</a>	3
<a href="#">MB 809 - Health Care Business Law and Ethics</a>	3
<a href="#">MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">MB 815 - Informatics and Analytics for Healthcare Professionals</a>	3
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a>	3
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">MB 834 - Health Care Quality and Regulatory Issues</a>	3
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3

All courses are 6 weeks in 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. Together, students will learn the skills for building effective teams and take part in effective negotiating and use influencing skills.

**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. There will be a required service component for this course to include a presentation given to the communities of interest for healthcare business. **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. Students will refine their writing skills and apply APA style rules in a scholarly research paper.

**Semester hours:** 1

**MB 799 - Graduate Roles and Ethics in Leadership**

This course provides a framework for the transition to graduate education and serves as a foundation for the graduate program at Clarkson College. The course provides an overview of the Clarkson College online platform. It includes a preview of the instructional methods and format of the courses, as well as special features within the online campus. In addition, the foundation for effective managers and leaders will be placed in the study of how leaders have the power to do significant good or harm. Leadership theories studied include authentic, servant, transformational and sustainability. Elements of character, as well as ethical perspectives and decision-making are presented

**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 services and insurance, health

professionals and health services financing. HMOs, PPOs and POS plans will be reviewed. Additionally, managed care functions and contracting will be discussed. 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 and assess their own leadership style. Special focus on the unique issues of leadership in health care 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 810 - Human Resources and Organizational Behavior**

An understanding of individual's behavior and group dynamics is a critical part of the present and future success of health care executives. These executives need to be able diagnose and understand the root causes of behavioral workplace problems such as poor communication, lack of employee motivation, poor performance, high turnover, conflict and stress. Among the topics covered are individual perceptions and attitudes, diversity, communication, motivation, leadership, power, stress, conflict, conflict management, negotiations, group dynamics, team building, managing organizational change and human resources. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**



**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**MB 815 - Informatics and Analytics for Healthcare Professionals**

This course examines two interrelated disciplines that are relevant to healthcare organizations today—informatics and data analytics. Students will be exposed to the processes of generating, storing, extracting, manipulating and exchanging healthcare-related information, which are examined and taught from a user-centric framework to manage healthcare information. Students will also explore the fundamentals of data analytics, a specialized discipline that involves the use of analytical applications and methodologies to evaluate and analyze data so that they can support their organizations in making sound decisions—decisions designed to improve patient outcomes, improve operational efficiency, improve customer service, and respond to changing healthcare business environments.

**Semester hours: 3****Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**MB 823 - Health Care Strategic Planning and Marketing**

This course provides students with comprehensive attention to strategic practices necessary for future development and survival of a health care organization. Strategic planning and integrated marketing practices serve as the foundation of building a strong infrastructure for effective operations. How health care organizations relate to their external environment will help students to understand the forces that shape the organization under their leadership. The student will also learn how to foster external and internal customer service practices for relationship building as well as support and execution of governance decisions.

**Semester hours: 3****Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**MB 827 - Finance for Health Care Leaders**

This class examines the financial and budgetary concepts as applied in the management of health care organizations. Topics will include capital acquisitions, cost of capital and capital structure, capital allocation, financial analysis, financial forecasting and use of various financial instruments. Hands-on learning is provided by analyzing health care-specific case studies.

**Semester hours: 3****Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**Restrictions and Notes:**

- Undergraduate accounting/finance or experience strongly recommended

**MB 834 - Health Care Quality and Regulatory Issues**

Leading and sustaining effective change efforts are a primary responsibility of leaders. This course will provide students with the tools and techniques of leading continuous quality improvement (CQI) 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. Students will demonstrate correct usage on a specific organizational change effort within a health care organization.

**Semester hours: 3**

**Prerequisites:**

- [MB 799](#) - Graduate Roles and Ethics in Leadership

**MB 836 - Health Care Project Management**

This course focuses on project portfolio management and the alignment of project objectives with organizational strategic objectives. Tools and methods of project portfolio management will be introduced, and topics such as project management office (PMO), program management, and essential tools and techniques of project management will also be covered.

**Semester hours: 3**

**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**MB 849 - Research Methods and Analysis**

The research process is examined in detail. Various research designs, both qualitative and quantitative, are analyzed in addition to exploring the relationship between research and practice. Furthermore, the course will prepare the student to critique published research studies, both qualitative and quantitative, and to apply research findings appropriately to practice. This course also provides an in-depth review of the strategies involved in data analysis, including statistical procedures and interpretation of data for research. Emphasis will be on interpretation of statistical results and on evaluation of published research and its applicability to health care.

**Semester hours: 3**

**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA

**Restrictions and Notes:**

- Undergraduate statistics is recommended.

**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 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 course is the first of three courses culminating in a scholarly capstone project. This scholarly experience synthesizes relevant domains of knowledge and makes a contribution to generation or application of knowledge to enhance practice, education, theory or policy. Each student will complete a problem statement and a literature review according to established requirements of the project.

**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 course is the second of three courses culminating in a scholarly capstone project. This scholarly experience synthesizes relevant domains of knowledge and makes a contribution to generation or application of knowledge to enhance practice, education, theory or policy. The student will build on the material completed in MB 904 and will complete data gathering components for the scholarly project. In addition to the completion of the capstone project, the student will also complete a set of comprehensive case studies designed to evaluate the student's mastery of the health care administration field.

**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 course is the final of three courses culminating in a scholarly capstone project. This scholarly experience synthesizes relevant domains of knowledge and makes a contribution to generation or application of knowledge to enhance practice, education, theory or policy. The student will build on the material completed in MB 904 and MB 905

and will complete the scholarly project. An oral presentation of the scholarly project is also required.

**Semester hours:** 1

**Prerequisites:**

- [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.

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## Health Information Management

### Director of Health Care Business

Carla Dirkschneider, M.S., RHIA

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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

### Director of Health Care Business

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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
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
Total Semester Hours	19

**Total Semester Hours in Program 19**

### Sample curriculum plan for Certificate in Health Care Informatics Program

#### First Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
Total Semester Hours	6

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 260 - Data Management and Analytics</a>	3
Total Semester Hours	5

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
Total Semester Hours	4

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
Total Semester Hours	4

**Total Semester Hours - 19**

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## **Certificate in Health Information Management**

### **Director of Health Care Business**

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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
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 324 - Disease Process</a>	4
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	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.

### Sample curriculum plan for Certificate in Health Information Management Program

#### First Year

#### First Semester



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
Total Semester Hours	10

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	7

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
Total Semester Hours	6

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
Total Semester Hours	3

**Total Semester Hours - 26**

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## **Minor in Health Care Informatics**

**Director of Health Care Business**  
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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**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
Total Semester Hours	19

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### **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
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
Total Semester Hours	18

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## 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 68 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 = 37 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)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	15

### Support Courses

(16 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	16

### Health Information Major Courses

(37 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
<a href="#">HM 445 - Health Information Technology Assessment</a>	1
Total Semester Hours	37

**Total Semester Hours in Program 68**

**Sample curriculum pan for Associate of Science in Health Information Technology Program**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">MA 120 - College Algebra</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	14

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	11

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
Total Semester Hours	12

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
Total Semester Hours	12

## Second Semester

Courses	Semester Hours
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
Total Semester Hours	12

## Third Semester

Courses	Semester Hours
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 445 - Health Information Technology Assessment</a>	1
Total Semester Hours	7

**Total Semester Hours - 68**

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## 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 = 38 semester hours** (which include nine semester hours of the Clarkson College core curriculum).
- **Support Courses = 16 semester hours**
- **Health Information Major Courses = 62 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

(38 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	17
Total Semester Hours	38

### Support Courses

(16 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	16

## Major Courses

(62 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">◊ HM 367 - Professional Practice Experience</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 425 - Project Management</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ <u>HM 496 - Professional Practice Experience/Internship</u></a>	3
<a href="#">◇ <u>BU 499 - Capstone</u></a>	3
Total Semester Hours	62

### **Health Care Business Elective Courses**

(12 of the following 27 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
Total Semester Hours	27

**Total Semester Hours in Program 128**

**Sample curriculum plan for Bachelor of Science in Health Care Business with Major in Health Information Administration Program**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	2
Total Semester Hours	13

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">HM 324 - Disease Process</a>	4
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
Total Semester Hours	14

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	12

## **Second Year**

### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 425 - Project Management</a>	3
Electives	3
Total Semester Hours	15

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">ST 310 - Statistics</a>	3
Electives	3
Total Semester Hours	12

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
Electives	6
Total Semester Hours	12

## **Third Year**

### First Semester

Courses	Semester Hours
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
Electives	3
Total Semester Hours	13

### Second Semester

Courses	Semester Hours
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">BU 375 - Concepts of Leadership</a>	2
Electives	3
Total Semester Hours	12

### Third Semester

Courses	Semester Hours
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
Electives	6
Total Semester Hours	12

### Fourth Year

#### First Semester

Courses	Semester Hours
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">HM 477 - Health Information Administration Assessment</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ HM 496 - Professional Practice Experience/Internship</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Electives	3
Total Semester Hours	13

**Total Semester Hours - 128**

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## **Bachelor of Science in Health Care Business with major in Health Information Administration - Transfer Option**

### **Director of Health Care Business**

Carla Dirkschneider, M.S., RHIA  
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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 = 32 semester hours**
- **Support Courses = 13 semester hours**
- **Health Information Major Courses = 62 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)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	21

**Support Courses**

(13 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	13

**Health Information Major Courses**

(62 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 496 - Professional Practice Experience/Internship</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	62

**Total Semester Hours in Program 128**

**Sample curriculum plan for Bachelor of Science in Health Care Business with Major in Health Information Administration Program (Transfer Option)**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	11

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
Total Semester Hours	12

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
Total Semester Hours	11

**Second Year**

### First Semester

Courses	Semester Hours
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 425 - Project Management</a>	3
Total Semester Hours	12

### Second Semester

Courses	Semester Hours
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
Total Semester Hours	12

### Third Semester

Courses	Semester Hours
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	12

### Junior Year

#### First Semester

Courses	Semester Hours
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">BU 411 - Operations and Quality Management</a>	3
Total Semester Hours	13

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 496 - Professional Practice Experience/Internship</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	13

**Total Semester Hours - 128**

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## **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 73 semester hours. These hours must be distributed as follows:

- **Support Courses = 11 semester hours**
- **Health Information Major Courses = 62 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)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">HM 324 - Disease Process</a>	4
Total Semester Hours	11

### Health Information Major Courses

(62 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">◇ HM 367 - Professional Practice Experience</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 496 - Professional Practice Experience/Internship</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	62

### **Total Semester Hours in Program 73**

### **Sample curriculum plan for the Post-Baccalaureate Certificate in Health Information Administration Program**

#### **First Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">BU 205 - Advanced Computer Applications</a>	2
<a href="#">HM 224 - Anatomy and Physiology for HIM</a>	4
<a href="#">BU 335 - Managing Healthcare Departments</a>	3

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	13

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 324 - Disease Process</a>	4
<a href="#">HM 342 - Health Care Information Systems</a>	3
Total Semester Hours	13

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
Total Semester Hours	12

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 332 - Coding III: Principles of Coding</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">HM 444 - Advanced Health Care Information Systems</a>	4
Total Semester Hours	13

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 320 - Human Resources Management</a>	3
◇ <a href="#">HM 367 - Professional Practice Experience</a>	3
<a href="#">HM 460 - Advanced Data Management and Analytics</a>	4
Total Semester Hours	12

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
◇ <a href="#">HM 496 - Professional Practice Experience/Internship</a>	3
◇ <a href="#">BU 499 - Capstone</a>	3
Total Semester Hours	10

**Total Semester Hours - 73**

## **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 appropriate use of the classification systems to select appropriate diagnosis and procedure codes. Students will be introduced to official coding reference material, encoder software 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 is designed to study 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 367 - Professional Practice Experience**

This course provides students an opportunity to apply didactic coursework through practical application in an HIM setting. The course will be split into two distinct sections, where students will work with an HIM professional in a clinical setting as well as participate in a virtual practicum utilizing AHIMA's Virtual Lab. This course is also a dedicated service course and will include a service activity. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

**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 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 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 496 - Professional Practice Experience/Internship**

This course provides field experience in a health care-related organization under the supervision of selected site supervisors and faculty. This experience is an opportunity to apply theories and concepts learned in the classroom to real-world health information management situations. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

**Prerequisites:**

- [HM 367](#) - Professional Practice Experience

**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.
- 

## **Imaging Informatics**

### **Director of Radiography & Medical Imaging**

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### **Assistant Director of Radiography & Medical Imaging**

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## **Certificate in Imaging Informatics**

### **Director of Radiography & Medical Imaging**

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### **Assistant Director of Radiography & Medical Imaging**

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### **Certificate Description**

The 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 Imaging Informatics

Courses	Semester Hours
<a href="#">MI 445 - Digital Imaging</a>	3
<a href="#">MI 446 - Imaging Informatics I</a>	3
<a href="#">MI 447 - Imaging Informatics II</a>	3
<a href="#">MI 448 - Information Technology Fundamentals</a>	3
Total Semester Hours	12

**Total Semester Hours in Program 12**

## Medical Imaging

### Director of Radiography & Medical Imaging

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### Assistant Director of Radiography & Medical Imaging

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### Purpose

The Medical Imaging program is designed to prepare graduates for additional career opportunities and advancement within the profession. These include Computed Tomography, Magnetic Resonance Imaging, Angiography/Interventional Procedures (CI & VI), Mammography, Bone Densitometry, 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).

### Mission

Medical Imaging is designed to prepare graduates for additional career opportunities and advancement within the medical imaging profession.

## Program Goals

Upon completion of the Bachelor of Science in Medical Imaging degree, graduates will:

- Have entry-level advanced modality skills.
  - Communicate effectively.
  - Use critical thinking skills.
  - Demonstrate professionalism.
  - Care for patients in a manner that show respect for cultural differences.
- 

## Bachelor of Science in Medical Imaging

### 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 = 9 semester hours** (All courses must be completed with a “C” or higher)
- **Medical Imaging Major Elective Courses = 21 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

9 semester hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 330 - Pathophysiology</a>	3
<a href="#">MI 410 - Cross-Sectional Anatomy I</a>	3
<a href="#">MI 411 - Cross-Sectional Anatomy II</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
<b>Total Semester Hours</b>	<b>9</b>

## Major Elective Courses

All students, with the approval of their advisor, must choose 21 semester hours of Medical Imaging major elective courses. The students will choose from the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 384 - Pediatric Externship</a>	3
<a href="#">MI 385 - CT Externship</a>	3
<a href="#">MI 386 - MRI Externship</a>	3
<a href="#">MI 388 - Mammography Externship</a>	3
<a href="#">MI 391 - Bone Densitometry Externship</a>	3
<a href="#">MI 393 - Vascular Interventional Externship</a>	3
<a href="#">MI 395 - Cardiac-Interventional Externship</a>	3
<a href="#">MI 413 - Advanced Pediatric Imaging</a>	3
<a href="#">MI 415 - Computed Tomography</a>	3
<a href="#">MI 416 - Computed Tomography Protocols</a>	3
<a href="#">MI 417 - Vascular Interventional Radiography</a>	3
<a href="#">MI 419 - Cardiac-Interventional Radiography</a>	3
<a href="#">MI 423 - Angiographic and Interventional Procedures</a>	3
<a href="#">MI 427 - Mammography</a>	3
<a href="#">MI 428 - Principles of MRI Physics and Instrumentation</a>	3
<a href="#">MI 429 - MRI Pulse Sequences and Protocols</a>	3
<a href="#">MI 432 - Bone Densitometry</a>	3
<a href="#">MI 441 - Medical Imaging Department Management</a>	3
<a href="#">MI 445 - Digital Imaging</a>	3
<a href="#">MI 446 - Imaging Informatics I</a>	3
<a href="#">MI 447 - Imaging Informatics II</a>	3
<a href="#">MI 448 - Information Technology Fundamentals</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 449 - Imaging Informatics Externship</a>	3
<a href="#">MI 450 - Advanced Imaging Informatics Externship</a>	3
<a href="#">MI 470 - Advanced Vascular Interventional Externship</a>	3
<a href="#">MI 471 - Advanced Cardiac-Interventional Externship</a>	3
<a href="#">MI 474 - Advanced Pediatric Externship</a>	3
<a href="#">MI 475 - Advanced CT Externship</a>	3
<a href="#">MI 476 - Advanced MRI Externship</a>	3
<a href="#">MI 478 - Advanced Mammography Externship</a>	3
<a href="#">MI 481 - Advanced Bone Densitometry Externship</a>	3
<a href="#">MI 492 - Independent Studies in Medical Imaging</a>	0

## **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](mailto:webertrish@clarksoncollege.edu)) - CT and MRI
  - Ann Hagenau ([hagenau@clarksoncollege.edu](mailto:hagenau@clarksoncollege.edu)) - Mammography and Bone Densitometry
  - Kelly Eaton ([eatonkelly@clarksoncollege.edu](mailto:eatonkelly@clarksoncollege.edu))- Imaging Informatics
  - Katie Fulton ([fultonkatie@clarksoncollege.edu](mailto: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
  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 certification, 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 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 Nebraska 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 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 445 - Digital Imaging**

(Three hours theory per week) This course explores the essential components of digital imaging systems for a diagnostic imaging facility. The process of digital imaging will be discussed in detail, focusing on the various aspects from initial selection and purchase to analysis and quality control of the system. Legal and security issues will also be discussed.

**Semester hours: 3**

**Prerequisites:**

- [RT 120](#) - Radiographic Exposures I and Lab

**Co-requisites:**

- [MI 446](#) - Imaging Informatics I

**Restrictions and Notes:**

- RT 120 for RT students. ARRT certification for MI only students.

### **MI 446 - Imaging Informatics I**

This introductory course focuses on the role of the PACS administrator, process mapping, financial aspects of PACS procurement and project management skills. It also

includes focus on computer networking and components such as HIS, RIS, HL7, and DICOM.

**Semester hours:** 3

**Prerequisites:**

- [MI 445](#) - Digital Imaging

**Co-requisites:**

- [MI 445](#) - Digital Imaging

### **MI 447 - Imaging Informatics II**

This class is a continuation of PACS and Imaging Informatics I. This course focuses on the requirements and ergonomics of a reading room and/or PACS. Legal issues such as HIPAA and necessary safeguards, disaster recovery, acceptance testing and troubleshooting are also covered.

**Semester hours:** 3

**Prerequisites:**

- [MI 446](#) - Imaging Informatics I

**Co-requisites:**

- [MI 448](#) - Information Technology Fundamentals

### **MI 448 - Information Technology Fundamentals**

This course focuses on computer basics such as hardware, database, operating systems and networking and security concepts. Special focus will be placed on the integration of imaging informatics.

**Semester hours:** 3

**Prerequisites:**

- [MI 446](#) - Imaging Informatics I

**Co-requisites:**

- [MI 447](#) - Imaging Informatics II

### **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

**Prerequisites:**

- [MI 447](#) - Imaging Informatics II
- [MI 448](#) - Information Technology Fundamentals

**Co-requisites:**

- [MI 447](#) - Imaging Informatics II
- [MI 448](#) - Information Technology Fundamentals

**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 447](#) - Imaging Informatics II
- [MI 448](#) - Information Technology Fundamentals
- [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 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

## Nursing

### Introduction

Clarkson College offers a variety of nursing programs including Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Post-Master's 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-Master's 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 Master's 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.

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## **Bachelor of Science in Nursing**

### **Director of Undergraduate Nursing**

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### **Assistant Director of Undergraduate 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
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">CH 110 - General Chemistry I - Lecture and Lab</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 101 - Introduction to Algebra</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	17

#### Second Semester

Courses	Semester Hours
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">NS 115 - Introduction to Concepts of Caring Through Quality and Safety</a>	2
<a href="#">NS 125 - Foundational Skills and Assessment of the Adult: Theory</a>	3
<a href="#">NS 126 - Foundational Skills and Assessment of the Adult: Clinical</a>	2
<a href="#">NS 128 - Population Health I</a>	1

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	16

## Second Year

### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">BI 227 - Pathophysiology</a>	3
<a href="#">NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory</a>	2
<a href="#">NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical</a>	2
<a href="#">NS 235 - Pharmacology I</a>	2
<a href="#">NS 257 - Population Health II</a>	1
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	16

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">NS 254 - Managing the Nursing Care of the Adult: Theory</a>	4
<a href="#">NS 255 - Managing the Nursing Care of the Adult: Clinical</a>	4
<a href="#">NS 256 - Pharmacology II</a>	2
<a href="#">EN 102 - English Composition II</a>	3
Total Semester Hours	19

## Third Year

### First Semester



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">NS 340 - Behavioral Health Continuum of Care: Theory</a>	3
<a href="#">NS 341 - Behavioral Health Continuum of Care: Clinical</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HC 220 - Gerontology</a>	2
Electives	3
Total Semester Hours	17

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 342 - Nursing Care of Women and Child-Bearing Families: Theory</a>	3
<a href="#">NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical</a>	2
<a href="#">NS 344 - Family-Centered Nursing Care of Children: Theory</a>	3
<a href="#">NS 345 - Family-Centered Nursing Care of Children: Clinical</a>	2
<a href="#">NS 346 - Evidence-Based Inquiry in Health Care</a>	2
<a href="#">NS 347 - Population Health III</a>	1
<a href="#">SO 101 - Introduction to Sociology</a>	3
Total Semester Hours	16

### Fourth Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 468 - Concepts of Complex Multisystem Clients I: Theory</a>	4
<a href="#">NS 469 - Concepts of Complex Multisystem Clients I: Clinical</a>	4
<a href="#">◇ NS 476 - Population Health IV: Theory</a>	2
<a href="#">NS 477 - Population Health IV: Clinical</a>	2

<b>Courses</b>	<b>Semester Hours</b>
Electives	3
Total Semester Hours	15

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 467 - Transition into Practice</a>	1
<a href="#">NS 472 - Principles of Leadership and Management</a>	3
<a href="#">NS 470 - Concepts of Complex Multisystem Clients II: Theory</a>	3
<a href="#">NS 473 - Preceptorship: Clinical</a>	4
<a href="#">NS 474 - Pharmacology III</a>	1
Electives	2
Total Semester Hours	14

**Total Semester Hours - 130**

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## **Bachelor of Science in Nursing: LPN to BSN Option**

**Director of Undergraduate 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.*

## **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 third-level nursing courses after successfully completing the first- and second-year general education and support courses, NS 128 Population Health I, NS 235 Pharmacology I, NS 256 Pharmacology II, NS 257 Population Health II 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 = 40 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).
- **Major Courses = 69 semester hours** (includes 52 semester hours of nursing theory and 17 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: ◇

### Required Courses for Bachelor of Science in Nursing: LPN to BSN Option

#### General Education Courses

(40 semester hours)

Courses	Semester Hours
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 101 - Introduction to Algebra</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	7
Total Semester Hours	40

### Support Courses

(21 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">BI 227 - Pathophysiology</a>	3
<a href="#">CH 110 - General Chemistry I - Lecture and Lab</a>	4
<a href="#">HC 220 - Gerontology</a>	2
Total Semester Hours	21

### Total General Education Semester Hours 61

*Note: It is possible to transfer in all non-core general education and support courses.*

### Major Courses (69 semester hours)

The LPN Advanced Placement student will receive validation credit for **13 semester hours**, after successful completion of NS 349, NS 355 and NS 357.

### BSN Transition Courses

(seven semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 349 - Pathways for Success</a>	1
<a href="#">NS 355 - Concepts of Professional Practice for the LPN to BSN</a>	3
<a href="#">NS 358 - Transitional Medical Surgical Nursing for the Adult Client Theory</a>	1
<a href="#">NS 359 - Transitional Medical Surgical Nursing for the Adult Client Clinical</a>	2
Total Semester Hours	7

### Required BSN Courses

(49 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 128 - Population Health I</a>	1
<a href="#">NS 235 - Pharmacology I</a>	2
<a href="#">NS 256 - Pharmacology II</a>	2
<a href="#">NS 257 - Population Health II</a>	1
<a href="#">NS 340 - Behavioral Health Continuum of Care: Theory</a>	3
<a href="#">NS 341 - Behavioral Health Continuum of Care: Clinical</a>	3
<a href="#">NS 342 - Nursing Care of Women and Child-Bearing Families: Theory</a>	3
<a href="#">NS 343 - Nursing Care of Women and Child-Bearing Families: Clinical</a>	2
<a href="#">NS 344 - Family-Centered Nursing Care of Children: Theory</a>	3
<a href="#">NS 345 - Family-Centered Nursing Care of Children: Clinical</a>	2
<a href="#">NS 346 - Evidence-Based Inquiry in Health Care</a>	2
<a href="#">NS 347 - Population Health III</a>	1
<a href="#">NS 467 - Transition into Practice</a>	1
<a href="#">NS 468 - Concepts of Complex Multisystem Clients I: Theory</a>	4
<a href="#">NS 469 - Concepts of Complex Multisystem Clients I: Clinical</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 472 - Principles of Leadership and Management</a>	3
<a href="#">NS 470 - Concepts of Complex Multisystem Clients II: Theory</a>	3
<a href="#">NS 473 - Preceptorship: Clinical</a>	4
<a href="#">NS 474 - Pharmacology III</a>	1
<a href="#">◇ NS 476 - Population Health IV: Theory</a>	2
<a href="#">NS 477 - Population Health IV: Clinical</a>	2
Total Semester Hours	49

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## **Bachelor of Science in Nursing: RN to BSN Option**

### **Director of Undergraduate Nursing**

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### **Assistant Director of Undergraduate 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.*

## **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
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	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
<a href="#">HC 206 - Pathophysiology and Pharmacology: Current Practices</a>	3

### BSN Transition Courses

(seven semester hours)

Courses	Semester Hours
<a href="#">NS 349 - Pathways for Success</a>	1
<a href="#">NS 356 - Concepts of Professional Practice for the RN to BSN/MSN</a>	3
<a href="#">NS 357 - Physical Assessment</a>	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
<a href="#">NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student</a>	2
<a href="#">NS 475 - Principles of Leadership and Management for the RN to BSN/MSN</a>	3
<a href="#">NS 481 - Population Health for the RN to BSN/MSN</a>	3
<a href="#">NS 482 - Capstone/Practicum for the RN to BSN/MSN</a>	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

### Dean of Nursing

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### Director of Master of Science in Nursing

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## Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Health Care Administration, Nursing Education, Adult–Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner, the graduate will be able to demonstrate:

- Design educational strategies to improve culturally appropriate caring practices for clients, families, communities, and populations. **(Diversity, Communication, Technology)\*\***
- Synthesize complex knowledge of nursing to advocate for holistic client centered care for individuals, families, communities and populations. **(Diversity, Critical Thinking)\*\***
- Generate policies through teamwork and collaboration in the complex roles of educator, administrator or advanced clinician. **(Diversity, Communication, Professionalism)\*\***
- Construct health care strategies using evidence-based theoretical, scientific and contemporary knowledge. **(Critical Thinking, Technology)\*\***
- Demonstrate leadership skills to improve client health outcomes, facilitate change in health care systems and appraise ethical-legal dilemmas. **(Diversity, Critical Thinking, Technology, Professionalism)\*\***
- Create systems to promote safety and minimize risks of harm to clients and providers. **(Communication)\*\***
- Use information technology to interpret data, communicate and evaluate decision making. **(Critical Thinking, Technology)\*\***
- Advocate for professional behaviors that advance the profession and improve health care. **(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*

## 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 can be taken to validate knowledge in Pharmacology and Pathophysiology. Students with 2 years

experience (Public Health, Community Health, Nursing Leadership, or Research) may also elect to challenge pre-selected fourth-year BSN nursing theory courses by submitting a portfolio. Students can enroll in up to eight 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

(12-14 semester hours)

Courses	Semester Hours
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">ST 310 - Statistics</a> OR	3
<a href="#">GR 847 - Applied Statistics</a> AND	3
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
Total Semester Hours	12

## Undergraduate Support Courses

Courses	Semester Hours
<a href="#">HC 206 - Pathophysiology and Pharmacology: Current Practices</a>	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

(seven semester hours)

Courses	Semester Hours
<a href="#">NS 349 - Pathways for Success</a>	1
<a href="#">NS 356 - Concepts of Professional Practice for the RN to BSN/MSN</a>	3
<a href="#">NS 357 - Physical Assessment</a>	3
Total Semester Hours	7

Upon successful completion of the transition courses, the student is eligible to take the remaining undergraduate nursing courses.

### Required undergraduate nursing courses to be taken prior to entering MSN program

(15-17 semester hours) RN to MSN students with two or more years of work experience and expertise in leadership and management, home health or public health nursing may test for validation credit in one 400-level nursing theory and clinical course. If the challenge is successful, the student may seek validation of the corresponding clinical nursing course.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 352 - Evidence Based Inquiry in Healthcare for the RN-BSN/MSN Student</a>	2
<a href="#">◇ NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 475 - Principles of Leadership and Management for the RN to BSN/MSN</a>	3
<a href="#">NS 481 - Population Health for the RN to BSN/MSN</a>	3
<a href="#">NS 482 - Capstone/Practicum for the RN to BSN/MSN</a>	4
Total Semester Hours	17

**Total Semester Hours Required Prior to Transitioning into the MSN Program:  
130-131**

Nursing courses are offered through online education for the undergraduate courses. Graduate level courses are only offered in the online format. Clinical applications for the undergraduate courses may be completed at the student's workplace with faculty approval and if clinical competencies can be met. Graduate level clinical placement must be discussed with and approved by the MSN program director or designee.

**MSN Core Requirement Courses**

(eight to 16 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">◇ NS 803 - Health Care Delivery Systems and Managed Care</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">◇ NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
Total Semester Hours	16

## Specialty option courses

### Nursing Health Care Administration

(32-43 total hours = eight to 17 hours core + four hours evidence-based practice research project + 21 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 808 - Health Care Leadership</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a>	3
<a href="#">◇ MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">NS 898 - Nursing Health Care Leadership Practicum</a>	3
Total Semester Hours	21

### Nursing Education

(29-40 total hours = eight to 17 hours core + four hours evidence-based practice research project + 18 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 806 - Theories of Learning for the Nurse Educator</a>	3
<a href="#">◇ NS 822 - Curriculum Development for the Nurse Educator</a>	3
<a href="#">NS 823 - Evaluation Strategies for the Nurse Educator</a>	3
<a href="#">NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators</a>	3
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">NS 894 - Nursing Education Practicum</a>	3
Total Semester Hours	18

### Family Nurse Practitioner\*

(35-46 total hours = eight to 17 hours core + four hours evidence-based practice research project + 26 hours option)

Courses	Semester Hours
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 840 - Primary Care of Children and Adolescent</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	26

*\*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 on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.*

### Adult–Gerontology Primary Care Nurse Practitioner\*\*

(35-46 total hours = eight to 17 hours core + four hours evidence-based practice research project + 26 hours option)

Courses	Semester Hours
<a href="#">NS 831 - Primary Care of the Adult-Gerontology Client</a>	3
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	26

*\*\*The Adult–Gerontology Primary Care Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are **required** to attend on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.*

### **Evidence-Based Practice Research Project**

(three semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 910 - Evidence-Based Practice Research Project I</a>	1
<a href="#">NS 911 - Evidence-Based Practice Research Project II</a>	2
<a href="#">NS 912 - Evidence-Based Practice Research Project III</a>	1
Total Semester Hours	4

### **Total Semester Hours in the MSN Program 39-46**

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## **Master of Science in Nursing**

### **Dean of Nursing**

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### **Director of 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. Four online options include: Nursing Health Care Administration, Nursing Education, Adult–Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner. The fifth option, Nurse Anesthesia, is a hybrid program combining traditional and distance education.

In order to complete a MSN at Clarkson College, students must successfully complete 38 to 75 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, option and evidence-based practice research project areas. 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 Primary Care Nurse Practitioner and Family Nurse Practitioner, the graduate will be able to demonstrate:

- Design educational strategies to improve culturally appropriate caring practices for clients, families, communities, and populations. **(Diversity, Communication, Technology)\*\***
- Synthesize complex knowledge of nursing to advocate for holistic client centered care for individuals, families, communities and populations. **(Diversity, Critical Thinking)\*\***
- Generate policies through teamwork and collaboration in the complex roles of educator, administrator or advanced clinician. **(Diversity, Communication, Professionalism)\*\***
- Construct health care strategies using evidence-based theoretical, scientific and contemporary knowledge. **(Critical Thinking, Technology)\*\***
- Demonstrate leadership skills to improve client health outcomes, facilitate change in health care systems and appraise ethical-legal dilemmas. **(Diversity, Critical Thinking, Technology, Professionalism)\*\***
- Create systems to promote safety and minimize risks of harm to clients and providers. **(Communication)\*\***
- Use information technology to interpret data, communicate and evaluate decision making. **(Critical Thinking, Technology)\*\***
- Advocate for professional behaviors that advance the profession and improve health care. **(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*

## 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 = 21 semester hours
- Specialty Option Courses (selecting one of the concentrations) = 18 to 57 semester hours
- Evidence-Based Practice Research Project = four 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

**Core Requirement Courses for Nursing Health Care Administration, Nursing Education, Adult–Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner**

Courses	Semester Hours
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">◇ NS 803 - Health Care Delivery Systems and Managed Care</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">◇ NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">NS 910 - Evidence-Based Practice Research Project I</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 911 - Evidence-Based Practice Research Project II</a>	2
<a href="#">NS 912 - Evidence-Based Practice Research Project III</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	21

### **Specialty Option Courses in Nursing Health Care Administration**

(42 total hours = 17 hours core + four hours evidence-based practice research project + 21 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 808 - Health Care Leadership</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">◇ MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">NS 898 - Nursing Health Care Leadership Practicum</a>	3
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a> OR <a href="#">MB 815 - Informatics and Analytics for Healthcare Professionals</a>	3 3
Total Semester Hours	21

### **Specialty Option Courses in Nursing Education**

(39 total hours = 17 hours core + four hours evidence-based practice research project + 18 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 806 - Theories of Learning for the Nurse Educator</a>	3
<a href="#">◇ NS 822 - Curriculum Development for the Nurse Educator</a>	3
<a href="#">NS 823 - Evaluation Strategies for the Nurse Educator</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators</a>	3
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">NS 894 - Nursing Education Practicum</a>	3
Total Semester Hours	18

### **Specialty Option Courses in Family Nurse Practitioner\*\***

(47 total hours = 17 hours core + four hours evidence-based practice research project + 26 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 840 - Primary Care of Children and Adolescent</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	26

\*\*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 on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.

### **Specialty Option Courses in Adult–Gerontology Primary Care Nurse Practitioner\*\*\***

(47 total hours = 17 hours core + four hours evidence-based practice research project + 26 hours option)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 831 - Primary Care of the Adult-Gerontology Client</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	26

\*\*\*The Adult–Gerontology Primary Care Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are required to attend on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.

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## **Post-Master’s Certificate in Nursing Programs**

### **Dean of Nursing**

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### **Post-Master’s Certificate Programs**

The purpose of the Post-MSN certificate programs is to provide opportunities for students who already have a MSN degree to gain knowledge within a specialty at Clarkson College. The Post-MSN certificate represents the student’s successful completion of the required courses in the chosen nursing option.

## **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](#)

## **Family Nurse Practitioner**

The focus of this Post-MSN certificate is to educate nurses who desire preparation in advanced practice nursing, specifically in the family nurse practitioner role. The purpose of a master's prepared family nurse practitioner is to promote the health of citizens in family practice settings. The family nurse practitioner will be able to develop a practice incorporating concepts, theories, and recognized care standards into the delivery of health services in a family practice setting. The family nurse practitioner functions as an educator, counselor, referral agent and advocate dealing with families. The curriculum focuses on evidence-based concepts relevant to advanced practice nursing and the evolving primary health care system.

## **Adult–Gerontology Primary Care Nurse Practitioner**

The focus of this Post-MSN certificate is to educate nurses who desire preparation in advanced practice nursing, specifically in the Adult–Gerontology Primary Care Nurse Practitioner role. The purpose of a Master's prepared Adult–Gerontology Primary Care Nurse Practitioner is to promote the health of citizens in adult practice setting through emphasis on health promotion, disease prevention, and the diagnosis and management of acute and chronic diseases. Adult–Gerontology Primary Care Nurse Practitioners assess and manage a client base that includes adolescents, young, middle and older adults. The Adult–Gerontology Primary Care Nurse Practitioner will be able to incorporate concepts, theories and recognized care standards into the delivery of health services in an adult practice setting. The curriculum focuses on evidence-based concepts relevant to advanced practice nursing and the evolving primary health care system.

## **Nursing Education**

The focus of this Post-MSN certificate is to prepare nurses who desire advanced preparation in nursing education. The curriculum focuses on theoretical concepts that guide the instructional process and teaching strategies. Methods to develop, administer and evaluate nursing educational programs will be discussed. Technologies are implemented that support quality instruction and evaluation of learning outcomes in health-related settings.

## Nursing Health Care Administration

The focus of this Post-MSN certificate is to prepare nurses who desire advanced preparation in nursing health care administration and systems. The curriculum focuses on theoretical concepts relevant to the practice of nursing health care administration and leadership in a broad context of current health care delivery settings. Strategies to develop, administer and evaluate systems within contemporary health care contexts will be discussed along with application of decision-making processes to improve outcomes in health care organizations.

## Required Courses for Post-Master's Certificate in Nursing Programs

### Family Nurse Practitioner Courses

(29 semester hours)\*

Courses	Semester Hours
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 840 - Primary Care of Children and Adolescent</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	29

*\*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 on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.*



## Adult–Gerontology Primary Care Nurse Practitioner Courses

(29 semester hours)\*\*

Courses	Semester Hours
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 831 - Primary Care of the Adult-Gerontology Client</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	29

*\*\*The Adult–Gerontology Primary Care Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are **required** to attend on-campus weekends for specified clinical courses. Only one clinical course may be taken at a time.*

## Nursing Education Courses

(21 semester hours)

Courses	Semester Hours
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 806 - Theories of Learning for the Nurse Educator</a>	3
<a href="#">◇ NS 822 - Curriculum Development for the Nurse Educator</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 823 - Evaluation Strategies for the Nurse Educator</a>	3
<a href="#">NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators</a>	3
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">NS 894 - Nursing Education Practicum</a>	3
Total Semester Hours	21

### **Nursing Health Care Administration Courses**

(24 semester hours)\*\*

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">MB 808 - Health Care Leadership</a>	3
<a href="#">◇ MB 810 - Human Resources and Organizational Behavior</a>	3
<a href="#">MB 827 - Finance for Health Care Leaders</a>	3
<a href="#">MB 836 - Health Care Project Management</a>	3
<a href="#">MB 851 - Health Care Economics</a>	3
<a href="#">NS 898 - Nursing Health Care Leadership Practicum</a>	3
<a href="#">MB 823 - Health Care Strategic Planning and Marketing</a> OR <a href="#">MB 815 - Informatics and Analytics for Healthcare Professionals</a>	3 3
Total Semester Hours	24

*\*\*Each of the MB courses is offered in a six-week format, allowing Post-MSN Certificate students to interact with the graduate students in the Health Care Administration program.*

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### **Nurse Anesthesia**

#### **Nurse Anesthesia Program Administrator**

Jayne Cromer DNP CRNA  
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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 Admissions office, 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

(19 semester hours)

Courses	Semester Hours
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">AN 859 - Professional Aspects of Nurse Anesthesia</a>	3
<a href="#">AN 901 - Clinical Correlation Conference Seminar I</a>	2
<a href="#">AN 902 - Clinical Correlation Conference Seminar II</a>	2
<a href="#">AN 903 - Clinical Correlation Conference Seminar III</a>	2
<a href="#">AN 904 - Clinical Correlation Conference Seminar IV</a>	2
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">AN 931 - Senior Project I</a>	1
<a href="#">AN 932 - Senior Project II</a>	1
<a href="#">AN 933 - Senior Project III</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	19

### Specialty Option Courses in Nurse Anesthesia

(76 total hours = 19 hours core + 57 hours specialty courses)

Courses	Semester Hours
<a href="#">AN 851 - Advanced Anatomy, Physiology and Pathophysiology I</a>	6
<a href="#">AN 852 - Advanced Anatomy, Physiology and Pathophysiology II</a>	6
<a href="#">AN 853 - Advanced Anatomy, Physiology and Pathophysiology III</a>	2
<a href="#">AN 806 - Cadaver Applications in Anatomy</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 806L - Cadaver Applications in Anatomy Lab</a>	2
<a href="#">AN 876 - Advanced Pharmacology I</a>	3
<a href="#">AN 877 - Advanced Pharmacology II</a>	3
<a href="#">AN 878 - Advanced Pharmacology III</a>	2
<a href="#">AN 872 - Principles of Anesthesia I</a>	4
<a href="#">AN 872L - Principles of Anesthesia I Lab</a>	1
<a href="#">AN 873 - Principles of Anesthesia II</a>	4
<a href="#">AN 873L - Principles of Anesthesia II Lab</a>	1
<a href="#">AN 830 - Advanced Physical Assessment for Nurse Anesthesia</a>	3
<a href="#">AN 858 - Scientific Foundations</a>	3
<a href="#">AN 951 - Clinical Anesthesia Practicum I</a>	3
<a href="#">AN 952 - Clinical Anesthesia Practicum II</a>	3
<a href="#">AN 953 - Clinical Anesthesia Practicum III</a>	3
<a href="#">AN 954 - Clinical Anesthesia Practicum IV</a>	3
<a href="#">AN 955 - Clinical Anesthesia Practicum V</a>	3
Total Semester Hours	57

## **Didactic Phase/First Fall Semester**

### **First Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 876 - Advanced Pharmacology I</a>	3
<a href="#">AN 851 - Advanced Anatomy, Physiology and Pathophysiology I</a>	6
<a href="#">AN 872 - Principles of Anesthesia I</a>	4
<a href="#">AN 872L - Principles of Anesthesia I Lab</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 858 - Scientific Foundations</a>	3
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	18

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 877 - Advanced Pharmacology II</a>	3
<a href="#">AN 852 - Advanced Anatomy, Physiology and Pathophysiology II</a>	6
<a href="#">AN 873 - Principles of Anesthesia II</a>	4
<a href="#">AN 873L - Principles of Anesthesia II Lab</a>	1
<a href="#">AN 859 - Professional Aspects of Nurse Anesthesia</a>	3
Total Semester Hours	17

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 878 - Advanced Pharmacology III</a>	2
<a href="#">AN 853 - Advanced Anatomy, Physiology and Pathophysiology III</a>	2
<a href="#">AN 806 - Cadaver Applications in Anatomy</a>	2
<a href="#">AN 806L - Cadaver Applications in Anatomy Lab</a>	2
<a href="#">AN 830 - Advanced Physical Assessment for Nurse Anesthesia</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
Total Semester Hours	14

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 951 - Clinical Anesthesia Practicum I</a>	3
<a href="#">AN 901 - Clinical Correlation Conference Seminar I</a>	2
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
Total Semester Hours	6

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 952 - Clinical Anesthesia Practicum II</a>	3
<a href="#">AN 902 - Clinical Correlation Conference Seminar II</a>	2
<a href="#">AN 931 - Senior Project I</a>	1
Total Semester Hours	6

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 953 - Clinical Anesthesia Practicum III</a>	3
<a href="#">AN 903 - Clinical Correlation Conference Seminar III</a>	2
<a href="#">AN 932 - Senior Project II</a>	1
Total Semester Hours	6

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 954 - Clinical Anesthesia Practicum IV</a>	3
<a href="#">AN 904 - Clinical Correlation Conference Seminar IV</a>	2
<a href="#">AN 933 - Senior Project III</a>	1
Total Semester Hours	6

#### **Second Semester**

Courses	Semester Hours
<a href="#">AN 955 - Clinical Anesthesia Practicum V</a>	3
Total Semester Hours	3

## Doctor of Nursing Practice

### Dean of Nursing

Aubray Orduña, Ed.D., M.S.N., R.N. PH

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### Director of Doctor of Nursing Practice

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### Introduction

Graduates of the Doctor of Nursing Practice (*DNP in candidacy status with ACEN*) 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

### Core Requirement Courses

(28 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ DNP 915 - Outcomes of Health Care in a Global Society</a>	3
<a href="#">DNP 916 - Health Care Informatics and Data Analytics</a>	3
<a href="#">DNP 918 - Organizational Systems and Behaviors</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">DNP 919 - Healthcare Policy and Law</a>	3
<a href="#">DNP 932 - Leadership</a>	3
<a href="#">DNP 944 - Biostatistics/Epidemiology</a>	2
<a href="#">DNP 945 - Health Care Economics and Financial Management</a>	3
<a href="#">DNP 948 - Evidence-Based Practice</a>	3
<a href="#">DNP 960 - DNP Scholarly Project I</a>	2
<a href="#">DNP 961 - DNP Scholarly Project II</a>	2
<a href="#">DNP 962 - DNP Scholarly Project III</a>	2
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	28

### Optional Course(s)/Electives

Max 12 semester hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">DNP 963 - DNP Scholarly Project IV</a>	3
<a href="#">DNP 964 - DNP Scholarly Project V</a>	3
<a href="#">DNP 924 - Entrepreneurship</a>	2
<a href="#">DNP 925 - Grant Writing</a>	2
<a href="#">DNP 926 - Program Planning and Evaluation</a>	2

### Required Courses for Doctor of Nursing Practice–BSN to DNP

Core Courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">DNP 915 - Outcomes of Health Care in a Global Society</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">DNP 916 - Health Care Informatics and Data Analytics</a>	3
<a href="#">DNP 918 - Organizational Systems and Behaviors</a>	2
<a href="#">DNP 919 - Healthcare Policy and Law</a>	3
<a href="#">DNP 932 - Leadership</a>	3
<a href="#">DNP 944 - Biostatistics/Epidemiology</a>	2
<a href="#">DNP 945 - Health Care Economics and Financial Management</a>	3
<a href="#">DNP 948 - Evidence-Based Practice</a>	3
<a href="#">DNP 960 - DNP Scholarly Project I</a>	2
<a href="#">DNP 961 - DNP Scholarly Project II</a>	2
<a href="#">DNP 962 - DNP Scholarly Project III</a>	2
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	28

### **BSN to DNP - Specialty Option Courses in Family Nurse Practitioner**

35 semester hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 840 - Primary Care of Children and Adolescent</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3
Total Semester Hours	35

### **BSN to DNP - Specialty Option Courses in Adult- Gerontology Primary Care Nurse Practitioner**

35 semester hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">NS 799 - Role Transition</a>	1
<a href="#">NS 800 - Theories and Concepts of Advanced Practice Roles</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 831 - Primary Care of the Adult-Gerontology Client</a>	3
<a href="#">NS 832 - Primary Health Care I</a>	3
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 842 - Primary Care of Women</a>	3
<a href="#">NS 843 - Behavioral Health Care for Practitioners</a>	2
<a href="#">NS 844 - Primary Health Care II</a>	3

Courses	Semester Hours
Total Semester Hours	35

### BSN to DNP Required Electives

(Choose 2 of following courses) 4 semester hours

Courses	Semester Hours
<a href="#">DNP 924 - Entrepreneurship</a>	2
<a href="#">DNP 925 - Grant Writing</a>	2
<a href="#">DNP 926 - Program Planning and Evaluation</a>	2

### BSN to DNP Optional Electives

1-3 semester hours

Courses	Semester Hours
<a href="#">DNP 963 - DNP Scholarly Project IV</a>	3
<a href="#">DNP 964 - DNP Scholarly Project V</a>	3

**Total semester hours in program: 67-73**

## Undergraduate Nursing Courses

### NS 115 - Introduction to Concepts of Caring Through Quality and Safety

This course is designed to introduce professional nursing concepts of quality and safety with a caring, holistic approach. The student is introduced to the professional knowledge, skills and attitudes essential to the development of nursing competencies when providing client-centered care in a safe, quality and interdisciplinary environment that uses informatics and an evidenced-based approach to promote quality outcomes.

**Semester hours: 2**

**Prerequisites:**

- [BI 211](#) - Human Anatomy - Lecture and Lab
- [CH 110](#) - General Chemistry I - 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 I - 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 I - Lecture and Lab

**Co-requisites:**

- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory

## **NS 128 - Population Health I**

The student will be introduced to the broad concepts of public health practice including its historic development, principles and core functions, the role of health policy and collaborative teamwork of public health agencies. Theoretical and practical perspectives illustrating the determinants of health will be explored at the local, state and national level. This course is designed as the first of four level courses in exploration of population health.

**Semester hours:** 1

**Prerequisites:**

- [BI 211](#) - Human Anatomy - Lecture and Lab

- [CH 110](#) - General Chemistry I - 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 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 I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I

**Co-requisites:**

- [BI 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 I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I

**Co-requisites:**

- [BI 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 I - Lecture and Lab
- [MA 101](#) - Introduction to Algebra
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I

**Co-requisites:**

- [BI 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:**

- [BI 227](#) - Pathophysiology
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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:**

- [BI 227](#) - Pathophysiology
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [BI 227](#) - Pathophysiology
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257 - Population Health II**

The student will utilize knowledge of community-based nursing and public health policy as it relates to care of the client. The student will distinguish the role of social, behavioral and environmental determinants on the health status of individuals and groups with diverse populations and environments. The student will determine factors which create a culture of safety and explore ethical and legal implications for client-centered care. This course is designed as the second of four level courses in exploration of population health.

**Semester hours: 1**

### **Prerequisites:**

- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety

- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I

### **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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [PY 101](#) - Introduction to Psychology

#### **Co-requisites:**

- [NS 341](#) - Behavioral Health Continuum of Care: 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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab

- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [PY 101](#) - Introduction to Psychology

**Co-requisites:**

- [NS 340](#) - Behavioral Health Continuum of Care: Theory

**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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [PY 200](#) - Human Development

**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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: 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:**

- [BI 210](#) - Microbiology - Lecture and Lab

- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: 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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 340](#) - Behavioral Health Continuum of Care: Theory

- [NS 341](#) - Behavioral Health Continuum of Care: 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:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 340](#) - Behavioral Health Continuum of Care: Theory
- [NS 341](#) - Behavioral Health Continuum of Care: Clinical
- [ST 310](#) - Statistics

**NS 347 - Population Health III**

The student will identify health disparities affecting the health of populations that influence the nursing plan of care. The student will examine the significance of public health program planning in addressing global health issues. The student will analyze quality improvement factors that support safety, quality care and the use of informatics. This course is designed as the third of four level courses in exploration of population health.

**Semester hours: 1**

**Prerequisites:**

- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II

### **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

#### **Co-requisites:**

- [NS 349](#) - Pathways for Success
- [NS 356](#) - Concepts of Professional Practice for the RN to BSN/MSN
- [NS 357](#) - Physical Assessment

### **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
- [BI 227](#) - Pathophysiology
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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
- [BI 227](#) - Pathophysiology
- [CH 110](#) - General Chemistry I - Lecture and Lab
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [NS 358](#) - Transitional Medical Surgical Nursing for the Adult Client Theory

**Restrictions and Notes:**

- Current unencumbered LPN license

**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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical
- [NS 472](#) - Principles of Leadership and Management
- [NS 476](#) - Population Health IV: Theory
- [NS 477](#) - Population Health IV: Clinical

**Co-requisites:**

- [NS 472](#) - Principles of Leadership and Management
- [NS 473](#) - Preceptorship: Clinical

**Restrictions and Notes:**

- Prerequisites: NS 470, NS 474. Must be pre-approved by 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:**

- [BI 227](#) - Pathophysiology
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [ST 310](#) - Statistics

**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:**

- [BI 227](#) - Pathophysiology
- [NS 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [ST 310](#) - Statistics

**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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical
- [NS 476](#) - Population Health IV: Theory

- [NS 477](#) - Population Health IV: Clinical

**Co-requisites:**

- [NS 467](#) - Transition into Practice

**Restrictions and Notes:**

- Co-requisites: NS 474. Must be pre-approved by 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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical
- [NS 472](#) - Principles of Leadership and Management
- [NS 476](#) - Population Health IV: Theory
- [NS 477](#) - Population Health IV: Clinical

**Co-requisites:**

- [NS 467](#) - Transition into Practice
- [NS 472](#) - Principles of Leadership and Management

**Restrictions and Notes:**

- Co-requisites: NS 474. Must be pre-approved by 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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III
- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical
- [NS 472](#) - Principles of Leadership and Management
- [NS 476](#) - Population Health IV: Theory
- [NS 477](#) - Population Health IV: 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:**

- Co-requisites NS 467 and NS 472 must be pre-approved by 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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - Population Health III



- [NS 468](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 469](#) - Concepts of Complex Multisystem Clients I: Clinical
- [NS 476](#) - Population Health IV: Theory
- [NS 477](#) - Population Health IV: 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:**

- Co-requisites: NS 470 must be pre-approved by 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 349](#) - Pathways for Success
- [NS 356](#) - Concepts of Professional Practice for the RN to BSN/MSN
- [NS 357](#) - Physical Assessment

**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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - 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 115](#) - Introduction to Concepts of Caring Through Quality and Safety
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 128](#) - Population Health I
- [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 257](#) - Population Health II
- [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 347](#) - 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**

**Co-requisites:**

- [NS 482](#) - Capstone/Practicum for the RN to BSN/MSN

**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**

**Co-requisites:**

- [NS 481](#) - Population Health for the RN to BSN/MSN

**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 853](#) - Advanced Anatomy, Physiology and Pathophysiology III

### **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 853](#) - Advanced Anatomy, Physiology and Pathophysiology III

### **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 with a focus on anesthesia. The concept of caring and how it plays a part in this process will be woven throughout the course. Online course.

**Semester hours:** 3

**Prerequisites:**

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I
- [AN 852](#) - Advanced Anatomy, Physiology and Pathophysiology II

### **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. Major physiological principles and essential concepts of pathophysiology are taught emphasizing those of specific concern to the anesthesia provider. 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. Major physiological principles and essential concepts of pathophysiology are taught emphasizing those of specific concern to the anesthesia provider. Focus is on the respiratory, gastrointestinal, hepatic, musculoskeletal, immune, hematology, renal, cell and tissue physiology and cellular alterations.

**Semester hours:** 6

**Prerequisites:**

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I

### **AN 853 - Advanced Anatomy, Physiology and Pathophysiology III**

A systems approach to the advanced study of anatomy, physiology and pathophysiology with an emphasis on anesthesia implications. Covers various pathological conditions and diseases of specific concern to the anesthesia provider. Culmination of students acquired knowledge of anatomy, physiology and pathophysiology in a case study format designed to aid the student in the application of didactic materials and transition into the clinical phase of the program. Online course.

**Semester hours:** 2

**Prerequisites:**

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I
- [AN 852](#) - Advanced Anatomy, Physiology and Pathophysiology II
- [AN 853](#) - Advanced Anatomy, Physiology and Pathophysiology III
- [AN 872](#) - Principles of Anesthesia 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 two state or national meetings for nurse anesthetists is required for this course.

**Semester hours:** 3

**Restrictions and Notes:**

- Prerequisite: Acceptance into 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, prevention of complications, fluid management, positioning the patient, airway management, and the monitoring and utilization of anesthesia equipment. Also included is the administration and management of peripheral and central regional anesthesia, acute and chronic pain management, using ultrasound to place regional anesthesia and advanced lines, and principles of radiology. An emphasis is placed on patient-centered care, prevention of complications and improving patient outcomes. This is a designated service course, providing fulfillment of the college service-learning requirements.

**Semester hours:** 4

### **Restrictions and Notes:**

- Prerequisite: Acceptance into Nurse Anesthesia Program

## **AN 872L - Principles of Anesthesia I Lab**

Provides the nurse anesthesia graduate student with guided practical experience associated with those concepts presented in Principles of Anesthesia I. Includes practice in and evaluation of task specific skills simulations. This includes but is not limited to human patient simulation in peripheral and central regional anesthesia, ultrasound, basic and emergency airway management, and advanced line placement.

**Semester hours:** 1

### **Co-requisites:**

- [AN 872](#) - Principles of Anesthesia I

## **AN 873 - Principles of Anesthesia II**

Concepts and principles of anesthesia management are taught with an emphasis on various surgical procedures such as cardiothoracic, vascular, head and neck, trauma, burns, intra-abdominal, robotic, neuroskeletal, and other diagnostic and therapeutic procedures. Also addressed are special populations such as pediatrics, obstetrics, geriatrics, obesity, and neonates. An emphasis is placed on patient-centered care, prevention of complications, and improving patient outcomes.

**Semester hours:** 4

### **Prerequisites:**

- [AN 872](#) - Principles of Anesthesia I

## **AN 873L - Principles of Anesthesia II Lab**

Provides the nurse anesthesia graduate student with guided practical experience with those concepts presented in Principles of Anesthesia II. Includes practice in and

evaluation of task specific skills simulations. Includes but is not limited to human patient simulation providing scenarios where students have the opportunity to practice room preparation, case set up, equipment preparation, anesthetic induction and emergence sequences when caring for patients undergoing surgical procedures or in special populations. Students also have the opportunity to practice their individual and team responses to complications and emergencies commonly encountered during the administration of an anesthetic during surgical procedures or in special populations. Health and safety requirements are completed during this course.

**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**

Advanced Pharmacology II 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 neuromuscular blocking agents, local anesthetics, autonomic pharmacology, and cardiovascular pharmacology.

**Semester hours: 3**

**Prerequisites:**

- [AN 876](#) - Advanced Pharmacology I



### **AN 878 - Advanced Pharmacology III**

Advanced Pharmacology III provides students with a thorough understanding of absorption mechanisms, bio-transformation, elimination, dose-response relationships, and drug/receptor interactions. Primary focus is on the pharmacology of classes of adjunct drugs encountered by nurse anesthetists.

**Semester hours: 2**

**Prerequisites:**

- [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.

**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 also explore concepts such as evidence-based practice and standards of care.

**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 on three courses culminating in a scholarly senior project. The student will identify and assess a problem within anesthesiology, then propose a needed change in practice, education, theory or policy. The student will complete a problem statement, theoretical framework and a literature review related to their topic.

**Semester hours:** 1

**Restrictions and Notes:**

- Prerequisite: Progression in Clinical Phase of Nurse Anesthesia Program

## **AN 932 - Senior Project II**

This is the second of three courses culminating in a scholarly, senior project. The student will critically analyze existing literature; gather and interpret data if indicated; then formulate a plan to enhance anesthesia practice, education, theory or policy.

**Semester hours:** 1

**Prerequisites:**

- [AN 931](#) - Senior Project I

**Restrictions and Notes:**

- Prerequisites: Progression in Clinical Phase of Nurse Anesthesia Program

## **AN 933 - Senior Project III**

This is the final course of the three courses in which the student realizes the culmination of the scholarly, senior project with implementation, presentation and/or publication.

**Semester hours:** 1

**Prerequisites:**

- [AN 932](#) - Senior Project II

**Restrictions and Notes:**

- Prerequisites: Progression in Clinical Phase of Nurse Anesthesia Program

### **AN 951 - Clinical Anesthesia Practicum I**

Exposure of graduate Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided 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 Anesthesia 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 of Nurse Anesthesia program

### **AN 952 - Clinical Anesthesia Practicum II**

Exposure of graduate Nurse Anesthesia student to patient care with guided participation in administration of anesthesia. Student is provided 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 Anesthesia 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 graduate Nurse Anesthesia student to patient care with minimally guided participation in administration of anesthesia. Student is provided 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 Anesthesia Practicum III, the student

will meet or exceed objectives with minimal 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 952](#) - Clinical Anesthesia Practicum II

### **AN 954 - Clinical Anesthesia Practicum IV**

Exposure of graduate Nurse Anesthesia student to increasing independence in the management of patients needing anesthetic care. Student is provided 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 Anesthesia Practicum IV, 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 953](#) - Clinical Anesthesia Practicum III

### **AN 955 - Clinical Anesthesia Practicum V**

Exposure of graduate Nurse Anesthesia student to increasing independence in the management of patients needing anesthetic care. Student is provided 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 Anesthesia 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 Anesthesia 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.

**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. Upon successful completion of this course, each student will have a template for an evidence-based research essay – versions of which are required in several graduate courses, including the final research project. Not only will students complete each section of the essay to standards required by Clarkson College; students will answer questions designed to probe their reasoning and thought process behind each section of the essay. Students will see their essay grow step-by-step, as they work diligently on each progressive section of the essay. At the end of the course, students will have a completed essay template, which they can then apply to future courses. Thus, the essentials of scholarly writing specific to the Clarkson College graduate program will be explained slowly and carefully with students as full participants in both their writing processes and the completion of their essays.

**Semester hours:** 1

**Restrictions and Notes:**

- Prerequisite: Admission to Master of Science in Nursing (MSN) 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 799 - Role Transition**

This course provides a framework for the transition to graduate education and serves as a foundation for the graduate program at Clarkson College. Students will learn how to effectively write scholarly papers, both in terms of format and APA style, and discuss the graduate student role as well as personal challenges to graduate education. This course provides an overview of the Clarkson College online course management platform. It includes a preview of the instructional methods and format of the courses, as well as special features within the course management platform.

**Semester hours: 1**

#### **Restrictions and Notes:**

- Prerequisite: Admission to Master of Science in Nursing (MSN) program

### **NS 800 - Theories and Concepts of Advanced Practice Roles**

This course provides an overview of the roles of the master's prepared nurse. The history, growth, and challenges of advanced practice will be explored. Educational requirements, licensure, credentialing, roles, scope of practice, and practice environments to include cultural aspects, ethical, and legal issues for master's prepared nurses will be reviewed. Various health policies will be discussed in relationship to the role of the master's prepared nurse.

**Semester hours: 2**

#### **Restrictions and Notes:**

- May be taken concurrently with GR 798, NS 799 and NS 803

### **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, NS 799 and NS 800

## **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 799](#) - Role Transition
- [NS 800](#) - 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 799](#) - Role Transition
- [NS 800](#) - Theories and Concepts of Advanced Practice Roles
- [NS 803](#) - Health Care Delivery Systems and Managed Care
- [NS 805](#) - Application and Evaluation of Theory in Nursing

## **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 799](#) - Role Transition
- [NS 800](#) - 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

**Restrictions and Notes:**

- Prerequisites in addition to 3 credit hours of specialty courses.

**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:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 799](#) - Role Transition
- [NS 800](#) - Theories and Concepts of Advanced Practice Roles
- [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 838](#) - Advanced Pathophysiology

**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. A Graduate Weekend is associated with this course.

### **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 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 799](#) - Role Transition

**Restrictions and Notes:**

- This course should be taken prior to NS 830 or concurrently.

## **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 843 - Behavioral Health Care for Practitioners**

This course examines key mental health concepts and strategies for Primary Care Nurse Practitioners in various healthcare settings serving diverse populations across the life span. The course provides a theoretical basis for understanding the neurological underpinnings of common mental illnesses. There is an emphasis on understanding the neuroscience behind common psychopharmacological treatments which aids in the selection of appropriate evidence based treatments for patients.

**Semester hours:** 2

**Prerequisites:**

- [NS 832](#) - Primary Health Care I

**Restrictions and Notes:**

- Clinical hours: None

**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
- [NS 843](#) - Behavioral Health Care for Practitioners

**Restrictions and Notes:**

- Note: Requires preceptor and clinical site approval prior to registration. A Graduate Weekend is associated with this course.
- Clinical hours: 160.

**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:**

- [GR 798](#) - Essentials of Scholarly Writing
- [GR 847](#) - Applied Statistics
- [NS 799](#) - Role Transition
- [NS 800](#) - Theories and Concepts of Advanced Practice Roles

- [NS 803](#) - Health Care Delivery Systems and Managed Care
- [NS 805](#) - Application and Evaluation of Theory in Nursing
- [NS 806](#) - Theories of Learning for the Nurse Educator
- [NS 808](#) - Nursing Law and Ethics
- [NS 812](#) - Research Design and Methods
- [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 910](#) - Evidence-Based Practice Research Project I
- [NS 911](#) - Evidence-Based Practice Research Project II
- [NS 912](#) - Evidence-Based Practice Research Project III

**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:**

- [GR 798](#) - Essentials of Scholarly Writing
- [GR 847](#) - Applied Statistics
- [MB 808](#) - Health Care Leadership
- [MB 810](#) - Human Resources and Organizational Behavior
- [MB 823](#) - Health Care Strategic Planning and Marketing
- [MB 827](#) - Finance for Health Care Leaders
- [MB 836](#) - Health Care Project Management
- [MB 851](#) - Health Care Economics
- [NS 799](#) - Role Transition
- [NS 800](#) - Theories and Concepts of Advanced Practice Roles
- [NS 803](#) - Health Care Delivery Systems and Managed Care
- [NS 805](#) - Application and Evaluation of Theory in Nursing
- [NS 808](#) - Nursing Law and Ethics
- [NS 812](#) - Research Design and Methods

**Co-requisites:**

- [NS 910](#) - Evidence-Based Practice Research Project I
- [NS 911](#) - Evidence-Based Practice Research Project II
- [NS 912](#) - Evidence-Based Practice Research Project III

**Restrictions and Notes:**

- 135 Practicum Hours

**NS 910 - Evidence-Based Practice Research Project I**

NS 910 is the first of three courses culminating in a scholarly, evidence-based practice journal article and poster presentation. The EBP research project allows students to investigate a question of practical importance, or investigate a nursing problem of practice importance by developing and testing an intervention, curriculum or protocol for application to a specific population within a specific setting. Each student will complete a problem statement, theoretical framework and compile a literature review to include the concepts of QSEN, IOM, Healthy People 2020, gerontology, and/or genetics and genomics as appropriate, according to established requirements relevant to their area of concentration.

**Semester hours:** 1

**Prerequisites:**

- [NS 808](#) - Nursing Law and Ethics
- [NS 812](#) - Research Design and Methods

**Restrictions and Notes:**

- Prerequisites: 9 additional credit hours of specialty courses. Students may take only one course of EBP at a time.

**NS 911 - Evidence-Based Practice Research Project II**

NS 911 is the second of three courses culminating in a scholarly, evidence-based practice journal article and poster presentation. The EBP research project allows students to investigate a question of practical importance, or investigate a nursing problem of practice importance by developing and testing an intervention, curriculum or protocol for application to a specific population within a specific setting. The student will build on the material completed in NS 910 and will add the methodology, IRB components and journal query letter. During this process the student will implement evidence-based practice guidelines to include the concepts of QSEN, IOM, Healthy People 2020, gerontology, and/or genetics and genomics as appropriate.

**Semester hours:** 2

**Prerequisites:**

- [NS 910](#) - Evidence-Based Practice Research Project I



**Restrictions and Notes:**

- Students may take only one course of EBP at a time.

**NS 912 - Evidence-Based Practice Research Project III**

NS 912 is the final course in the three courses culminating in a scholarly, evidence-based practice journal article and poster presentation. The EBP research project allows students to investigate a question of practical importance, or investigate a nursing problem of practice importance by developing and testing an intervention, curriculum, or protocol for application to a specific population within a specific setting. The student will build on the material completed in NS 910 I and NS 911 II and will complete the project to include data collection and analysis, findings, discussion, implications and or recommendations, and conclusions. A completed journal article and poster presentation is required. The student will evaluate evidence-based practice guidelines to include the concepts of QSEN, IOM, Healthy People 2020, gerontology, and/or genetics and genomics as appropriate.

**Semester hours:** 1

**Prerequisites:**

- [NS 911](#) - Evidence-Based Practice Research Project II

**Restrictions and Notes:**

- Students may take only one course of EBP at a time.

**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 931 - Health Care Organizational Systems**

This course will review healthcare delivery/educational systems in the United States. This course will focus on the effects of the U.S. healthcare system on the structure, culture and behavior of healthcare delivery and educational organizations. This course addresses organizational behavior, conflict resolution, and change management. (45 Clinical Hours)

**Semester hours: 2**

### **DNP 932 - Leadership**

This course focuses on strategic leadership and its influence for organizational effectiveness within a dynamic environment. The course introduces leadership theories from trait, skill, and situational concepts and their utilization by managers and leaders. Special emphasis is given to the interaction among organizational culture, leadership styles, the need to initiate change and its effects on transforming a community.

**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

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## **Physical Therapist Assistant**

### **Director of Physical Therapist Assistant Programs**

Dr. Michael Witte, P.T., D.P.T., ATC/L, CSCS

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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](#)**

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## Associate of Science in Physical Therapist Assistant

### Director of Physical Therapist Assistant Program

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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 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	3

Course	Semester Hours
OR HU 215 Academic Travel Abroad Humanities	
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
<b>Total 9</b>	

## 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
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	16

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">PTA 110 - Basic Skills in Physical Therapy</a>	3
<a href="#">PTA 115 - Therapeutic Exercise I</a>	3
<a href="#">PTA 107 - Documentation for the Physical Therapist Assistant</a>	2
Total Semester Hours	15

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 120 - Therapeutic Modalities I</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	7

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PTA 205 - Pathophysiology</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 210 - Therapeutic Modalities II</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">PTA 213 - Professional Leadership Seminar</a>	1
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">PTA 230 - Advanced Procedures</a>	3
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
Total Semester Hours	13

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 240 - Clinical Practicum III</a>	5
<a href="#">PTA 245 - Clinical Practicum IV</a>	6
Total Semester Hours	11

**Total Semester Hours - 74**

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## **Bachelor of Science in Physical Therapist Assistant**

### **Director of Physical Therapist Assistant Program**

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### **Introduction**

The Bachelor of Science in Physical Therapist Assistant (PTA) is designed to prepare graduates for additional career opportunities and advancement within the profession.

Designed as a degree completion program, working and licensed PTA's can advance their A.S. or A.A.S degree to a Bachelor's 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 first 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 end of the first semester. Students must successfully complete a total of 47 semester hours in the program. Students are required to attend year-round, with all PTA courses completed in the sequence, as shown in the curriculum.

**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
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">PTA 260 - Evidence Based Practice and Ethics in Physical Therapy</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
<a href="#">PTA 150 - Clinical Leadership &amp; Practice Integration I</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	13

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
Total Semester Hours	11

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3
<a href="#">PTA 350 - Clinical Leadership &amp; Practice Integration III</a>	1
<a href="#">PTA 370 - Acute to Chronic Care in Physical Therapy</a>	3
Total Semester Hours	13

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan</a>	3
<a href="#">PTA 450 - Clinical Leadership &amp; Practice Integration IV</a>	1
Electives	3
Total Semester Hours	10

**Total Semester Hours - 47**

### **Bachelor of Science in PTA Required Courses - Part-Time Option**

#### **First Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">PTA 150 - Clinical Leadership &amp; Practice Integration I</a>	1
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	7

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
Total Semester Hours	6

##### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 310 - Revenue Cycle Management</a>	3
Total Semester Hours	6

## **Second Year**

### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 260 - Evidence Based Practice and Ethics in Physical Therapy</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	6

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BI 122 - Nutrition Science</a>	3
Total Semester Hours	8

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 370 - Acute to Chronic Care in Physical Therapy</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">PTA 350 - Clinical Leadership &amp; Practice Integration III</a>	1
Total Semester Hours	7

## **Third Year**

### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan</a>	3
<a href="#">PTA 450 - Clinical Leadership &amp; Practice Integration IV</a>	1
Electives	3
Total Semester Hours	7

**Total Semester Hours - 47**

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## **Associate of Science in Physical Therapist Assistant - Transfer Option**

### **Director of Physical Therapist Assistant Program**

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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) option program requires all of the same PTA coursework as the traditional option program. The exception is the total number of PTA courses a student is able to take per semester based on previous college coursework completion.

### **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 possess 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.

<b>Course</b>	<b>Semester Hours</b>
◇ 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:

<b>Course</b>	<b>Semester Hours</b>
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

Course	Semester Hours
Physiology (plus lab) (must be current within last five years)	4
Electives (minimum)	17
<b>Total 35</b>	

*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 Required Courses (16-month option)

#### First Year

#### First Semester

Courses	Semester Hours
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 107 - Documentation for the Physical Therapist Assistant</a>	2
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">PTA 110 - Basic Skills in Physical Therapy</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 115 - Therapeutic Exercise I</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	13

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 120 - Therapeutic Modalities I</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 210 - Therapeutic Modalities II</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
Total Semester Hours	16

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 213 - Professional Leadership Seminar</a>	1
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">PTA 230 - Advanced Procedures</a>	3
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
<a href="#">HU Core - Humanities</a>	3
Total Semester Hours	13

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 240 - Clinical Practicum III</a>	5

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 245 - Clinical Practicum IV</a>	6
<a href="#">IC HU EA - Health Care Core Course</a>	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)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	24

### Support Courses

(12 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4



<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	12

### **Business Major Core Courses**

(48 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	48

### **Physical Therapist Assistant Major Core Courses**

(47 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 107 - Documentation for the Physical Therapist Assistant</a>	2
<a href="#">PTA 110 - Basic Skills in Physical Therapy</a>	3
<a href="#">PTA 115 - Therapeutic Exercise I</a>	3
<a href="#">PTA 120 - Therapeutic Modalities I</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 210 - Therapeutic Modalities II</a>	3
<a href="#">PTA 213 - Professional Leadership Seminar</a>	1
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">PTA 230 - Advanced Procedures</a>	3
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
<a href="#">PTA 240 - Clinical Practicum III</a>	5
<a href="#">PTA 245 - Clinical Practicum IV</a>	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**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">EN 101 - English Composition I</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 107 - Documentation for the Physical Therapist Assistant</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	15

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">PTA 110 - Basic Skills in Physical Therapy</a>	3
<a href="#">PTA 115 - Therapeutic Exercise I</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
Total Semester Hours	16

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 120 - Therapeutic Modalities I</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">EN 102 - English Composition II</a>	3
Total Semester Hours	13

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 210 - Therapeutic Modalities II</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
Total Semester Hours	12

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">PTA 213 - Professional Leadership Seminar</a>	1
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">PTA 230 - Advanced Procedures</a>	3
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
Total Semester Hours	13

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 240 - Clinical Practicum III</a>	5
<a href="#">PTA 245 - Clinical Practicum IV</a>	6
<a href="#">BU 306 - Principles of Management</a>	3
Total Semester Hours	14

### Third Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 310 - Statistics</a>	3
<a href="#">BU 130 - Principles of Financial Accounting</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 425 - Project Management</a>	3
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
Total Semester Hours	12

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
Total Semester Hours	6

### **Fourth Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 344 - Business Finance</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
Total Semester Hours	9

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">HM 342 - Health Care Information Systems</a>	3
<a href="#">BU 499 - Capstone</a>	3
Total Semester Hours	12

**Total Semester Hours - 131**

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## 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 129 semester hours. These hours are distributed as follows:

- **General Education = 30 semester hours** (which must include nine semester hours of the Clarkson College Health Care Core curriculum)
- **Support Courses = 22 semester hours**
- **Community Health Major Courses = 12 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

(30 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 104 - Basic Computer Applications</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
<b>Total Semester Hours</b>	<b>30</b>

## Support Courses

(12 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">BU 240 - Health Care Delivery Systems</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 260 - Data Management and Analytics</a>	3
<a href="#">BU 371 - Organizational Behavior</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
Total Semester Hours	22

## Physical Therapist Assistant Major Core Courses

(47 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 107 - Documentation for the Physical Therapist Assistant</a>	2
<a href="#">PTA 110 - Basic Skills in Physical Therapy</a>	3
<a href="#">PTA 115 - Therapeutic Exercise I</a>	3
<a href="#">PTA 120 - Therapeutic Modalities I</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 210 - Therapeutic Modalities II</a>	3
<a href="#">PTA 213 - Professional Leadership Seminar</a>	1
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">PTA 230 - Advanced Procedures</a>	3
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
<a href="#">PTA 240 - Clinical Practicum III</a>	5
<a href="#">PTA 245 - Clinical Practicum IV</a>	6
Total Semester Hours	47

Students will choose one of the following concentration areas (18 semesters each):

#### Gerontology concentration

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 220 - Death and Dying: Perspectives for Health Care Providers</a>	2
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing End of Life Care</a>	3
<a href="#">CHL 336 - Seminar in Gerontology</a>	2
<a href="#">BU 420 - Long Term Care</a>	3
Total Semester Hours	18

#### Public Health concentration

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 250 - Epidemiology</a>	3
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 351 - Data Collection and Future Trends in Public Health</a>	3
<a href="#">CHL 353 - Community Engagement in Public Health</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Health Care</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
Total Semester Hours	18

### **Human Services concentration**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 242 - Human Services Theory and Application</a>	3
<a href="#">CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 246 - Information and Referral</a>	1
<a href="#">CHL 247 - Understanding the Criminal Justice System</a>	1
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
<a href="#">CHL 249 - Crisis Intervention Seminar</a>	1
<a href="#">CHL 249 - Crisis Intervention Seminar</a>	1
Total Semester Hours	16

### **Women's Health concentration**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 260 - Evolution of Women's Health</a>	3
<a href="#">CHL 261 - Women's Health in Contemporary Society</a>	3
<a href="#">CHL 265 - Literary Perspectives of Women's Health</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 362 - Global Issues in Women's Health</a>	3
<a href="#">CHL 364 - Mental Health of Women Throughout the Lifespan</a>	3
<a href="#">CHL 365 - Women's Health Seminar: Mammography</a>	1
<a href="#">CHL 366 - Women's Health Seminar: Pharmacology</a>	1
<a href="#">CHL 367 - Women's Health Seminar: Preventative and Restorative Topics</a>	1
Total Semester Hours	18

### Health Care Business concentration

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 130 - Principles of Financial Accounting</a>	3
<a href="#">BU 210 - Business Communications</a>	3
<a href="#">BU 306 - Principles of Management</a>	3
Total Semester Hours	9

### Health Care Business concentration - electives

Students select 3 of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">BU 199 - Principles of Managerial Accounting</a>	3
<a href="#">BU 211 - Business and Health Law</a>	3
<a href="#">BU 310 - Revenue Cycle Management</a>	3
<a href="#">BU 320 - Human Resources Management</a>	3
<a href="#">BU 326 - Principles of Marketing</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
Total Semester Hours	30

## **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. This course also provides students with an introduction to program expectations 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 overview of practice in physical therapy relating to musculoskeletal, neuromuscular, cardiovascular and pulmonary, integumentary, pediatric and geriatric conditions. Students will also be exposed to the basic APA style format for professional literature.

**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 120 - Therapeutic Modalities I**

(Two hours of theory, three hours of laboratory per week) This course provides students with an in-depth knowledge of the basic science involved in understanding therapeutic modalities and the different forms of energy, along with their relation to modality interventions available in physical therapy. Basic principles of using a variety of modalities for the treatment of pain management and other physiological conditions will be introduced, for example, thermal and some electrical agents. Students will gain a thorough understanding of physiological effects, indications, contraindications, and application techniques for multiply modalities available in various patient populations and practice settings.

**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 210 - Therapeutic Modalities II**

(Two hours theory, three hours of laboratory per week) This course provides students with a comprehensive knowledge of both contemporary and alternative modalities administered in current practice. An understanding of current literature and an evidence based practice approach will be established in regards to the use of therapeutic modalities for multiple patient conditions and diagnoses. Students will gain a thorough understanding of physiological effects, indications, contraindications, and application techniques for a variety of patients in multiple settings regarding the use of modalities such as manual techniques, applications for wounds and lymphedema, and continued practice with electrical and mechanical modalities.

**Semester hours:** 3

**Prerequisites:**

- [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.

**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 210](#) - Therapeutic Modalities II
- [PTA 215](#) - Therapeutic Exercise II

**Restrictions and Notes:**

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

## **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, cerebrovascular 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 210](#) - Therapeutic Modalities II
- [PTA 215](#) - Therapeutic Exercise II

### **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 210](#) - Therapeutic Modalities II
- [PTA 215](#) - Therapeutic Exercise II

### **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

**Restrictions and Notes:**

- \*This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

### **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.

**Semester hours:** 1

**Prerequisites:**

- [PTA 350](#) - Clinical Leadership & Practice Integration III
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## Radiography

### Director of Radiography & Medical Imaging

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### 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.

### Program Specific Competency Goals

Upon completion of the Associate of Science degree in Radiography, graduates will:

- Have entry level radiography skills. **(Technology)\*\***
- Communicate effectively. **(Communication)\*\***
- Use critical thinking skills. **(Critical Thinking)\*\***

- Demonstrate professionalism. **(Professional Behavior)\*\***
- Care for patients in a manner that shows 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.*

Students completing the Associate of Science degree in Radiography may choose to enter the Clarkson College dual Radiography/Medical Imaging program leading to a Bachelor of Science degree in Medical Imaging.

## **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.

## **Associate of Science in Radiography**

### **Director of Radiography & Medical Imaging**

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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
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">MA 120 - College Algebra</a>	3
<a href="#">RT 101 - Introduction to Radiography</a>	2
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">RT 105 - Patient Care and Lab</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">RT 260 - Radiation Physics</a>	2
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	15

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">RT 110 - Radiographic Procedures I and Lab</a>	4
<a href="#">RT 120 - Radiographic Exposures I and Lab</a>	4
Total Semester Hours	12

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">RT 125 - Radiographic Exposures II and Lab</a>	4
<a href="#">RT 140 - Radiographic Procedures II and Lab</a>	4
<a href="#">RT 271 - Radiation Biology</a>	3
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">EN 101 - English Composition I</a>	3
Total Semester Hours	17

### **Second Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">RT 246 - Radiographic Procedures III and Lab</a>	3
<a href="#">RT 250 - Radiographic Pathology</a>	2
<a href="#">RT 265 - Clinical Experience I</a>	4
<a href="#">IC HU EA - Health Care Core Course</a>	3



<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Health Care Core Course</a>	3
<a href="#">RT 275 - Clinical Experience II</a>	8
Total Semester Hours	11

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">RT 285 - Clinical Experience III</a>	6
Total Semester Hours	6

**Total Semester Hours - 73**

## **Undergraduate Radiography Courses**

### **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.

**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

### Director of Professional Development

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### 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.

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## **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.

### **Academic Calendar**

Clarkson College publishes academic calendars two years in advance. This section gives you access to these calendars.

#### **August 2018**

24 Fall Undergraduate Orientation for New Students

27 Fall Semester Begins

27 Health Care Administration 1st - 6 week Session Begins

31 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees

#### **September 2018**

3 Labor Day (No Classes, College Closed)

14 Tuition and Fees Payment Due Date

17 Constitution Day

20-21 Graduate Weekend (NS 830)  
24-28 Clarkson College Spirit Week

### **October 2018**

5 Health Care Administration 1<sup>st</sup> - 6 week Session Ends  
5-6 Graduate Weekend (NS 832/844)  
8-12 Fall Mid-Term Exams  
15 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins  
16 Fall Mid-semester Grades Due  
19 Last day to withdraw a course with a “W” (Withdrawal) Grade

### **November 2018**

2 Deadline for Spring 2019 Graduation Application  
23 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends  
22-23 Thanksgiving Holiday (No Classes, College Closed)  
30 Last Day to Withdraw a Course with a “WP” (Withdrawal Pass) or “WF” (Withdrawal Fail) Grade

### **December 2018**

7 Fall Semester Ends  
7 Graduate Symposium  
8 Fall Graduation  
9–19<sup>th</sup> Academic Travel Partnership  
11 Final Grades Due For Fall Semester  
24-31 Christmas Holiday (College Closed)

### **January 2019**

1 Holiday (College Closed)  
4 Spring Undergraduate Orientation New Students  
7 Spring Semester Begins  
7 Health Care Administration 1<sup>st</sup> - 6 week Session Begins  
11 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees  
21 Martin Luther King, Jr. Day Observed (No Classes, College Open, Strategic Planning)

25 Tuition and Fees Payment Due Date  
31-1 Graduate Weekend (NS 830)

### **February 2019**

15 Health Care Administration 1<sup>st</sup> - 6 week Session Ends  
18-22 Spring Mid-Term Exams  
22-23 Graduate Weekend (NS 832/844)  
25 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins  
26 Spring Mid-semester Grades Due

### **March 2019**

1 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade  
4-8 Spring Break Faculty off campus (No Classes, College Open)  
22 Deadline for Summer 2019 Graduation Application

### **April 2019**

5 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends  
18 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade  
19 Good Friday (No Classes, College Closed)  
26 Spring Semester Ends  
26 Graduate Symposium  
27 Spring Graduation  
28- May 9 Academic Travel Traditional  
30 Final Grades Due For Spring Semester

### **May 2019**

6 Health Care Administration 1<sup>st</sup> - 6 week Session Begins  
8 Faculty Report  
10 Summer Undergraduate Orientation New Students  
13 Summer Session Begins  
17 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees  
27 Memorial Day Observed (No Classes, College Closed)

31 Tuition & Fees Payment Due Date

### **June 2019**

6-7 Graduate Weekend (NS 830)

7 Deadline for Fall 2019 Graduation Application

14 Health Care Administration 1<sup>st</sup> - 6 week Session Ends

17-21 Summer Mid-Term Exams

24 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins

25 Summer Mid-semester Grades Due

28 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

28-29 Graduate Weekend (NS 832/844)

### **July 2019**

4 Independence Day (No Classes, College Closed)

26 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

26 Graduating Students; Summer Grades Due

### **August 2019**

2 Summer Semester Ends

2 Graduate Symposium

2 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends

3 Summer Graduation

6 Final Grades Due For Summer Semester

23 Fall Undergraduate Orientation for New Students

26 Fall Semester Begins

26 Health Care Administration 1<sup>st</sup> - 6 week Session Begins

30 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees

### **September 2019**

2 Labor Day (No Classes, College Closed)

13 Tuition and Fees Payment Due Date

17 Constitution Day

19-20 Graduate Weekend (NS 830)

23-27 Clarkson College Spirit Week  
27 Alumni CEU Event

### **October 2019**

4 Health Care Administration 1<sup>st</sup> - 6 week Session Ends  
4-5 Graduate Weekend (NS 832/844)  
7-11 Fall Mid-Term Exams  
14 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins  
15 Fall Mid-semester Grades Due  
18 Last day to withdraw a course with a "W" (Withdrawal) Grade

### **November 2019**

1 Deadline for Spring 2020 Graduation Application  
22 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends  
27 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade  
27 Graduating Students; Fall Grades Due  
28-29 Thanksgiving Holiday (No Classes, College Closed)

### **December 2019**

6 Fall Semester Ends  
6 Graduate Symposium  
7 Fall Graduation  
8-18 Academic Travel Partnership  
10 Final Grades Due For Fall Semester  
23-31 Christmas Holiday (College Closed)

### **January 2020**

1 Holiday (College Closed)  
10 Spring Undergraduate Orientation New Students  
13 Spring Semester Begins  
13 Health Care Administration 1<sup>st</sup> - 6 week Session Begins  
17 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

20 Martin Luther King, Jr. Day Observed (No Classes, College Open, Strategic Planning)

31 Tuition and Fees Payment Due Date

### **February 2020**

6-7 Graduate Weekend (NS 830)

21 Health Care Administration 1<sup>st</sup> - 6 week Session Ends

21-22 Graduate Weekend (NS 832/844)

24-28 Spring Mid-Term Exams

### **March 2020**

2 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins

3 Spring Mid-semester Grades Due

6 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade

9-13 Spring Break Faculty off campus (No Classes, College Open)

27 Deadline for Summer 2020 Graduation Application

### **April 2020**

10 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends

10 Good Friday (No Classes, College Closed)

24 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade

24 Graduating Students; Spring Grades Due

### **May 2020**

1 Spring Semester Ends

1 Graduate Symposium

2 Spring Graduation

3-14 Academic Travel Traditional

5 Final Grades Due For Spring Semester

11 Health Care Administration 1<sup>st</sup> - 6 week Session Begins

15 Summer Undergraduate Orientation New Students

18 Summer Session Begins



22 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

25 Memorial Day Observed (No Classes, College Closed)

### **June 2020**

5 Tuition & Fees Payment Due Date

11-12 Graduate Weekend (NS 830)

12 Deadline for Fall 2020 Graduation Application

19 Health Care Administration 1<sup>st</sup> - 6 week Session Ends

22-26 Summer Mid-Term Exams

26-27 Graduate Weekend (NS 832/844)

29 Health Care Administration 2<sup>nd</sup> - 6 week Session Begins

30 Summer Mid-semester Grades Due

### **July 2020**

2 Last Day to Withdraw a Course with a “W” (Withdrawal) Grade

3 Independence Day Observed (No Classes, College Closed)

31 Last Day to Withdraw a Course with a “WP” (Withdrawal Pass) or “WF” (Withdrawal Fail) Grade

31 Graduating Students; Summer Grades Due

### **August 2020**

7 Summer Semester Ends

7 Graduate Symposium

7 Health Care Administration 2<sup>nd</sup> - 6 week Session Ends

8 Summer Graduation

11 Final Grades Due For Summer Semester

28 Fall Undergraduate Orientation for New Students

31 Fall Semester Begins

31 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

	<b>Minimum</b>	<b>Recommended</b>
<b>RAM</b>	4 GB	8 GB or higher
<b>Operating System</b>	Windows 7 or Mac OS X	Windows 10 or Mac OS X
<b>Sound Card with Speakers</b>	Any	Any
<b>Microphone</b>	Any	Any
<b>Printer</b>	Any	Any
<b>DVD/CD Player</b>	Any	Writeable
<b>Webcam</b>	1.3 MB	2.0 MB
<b>Internet Access</b>	5v.90/56k Modem	Cable or DSL Modem
<b>Wireless</b>	Dual Band (2.4 GHz and 5 GHz with 802.11n or 802.11ac or better)	
<b>CPU</b>	Intel Core i3/i5/i7 or AMD A10 or better	
<b>Solid State Drive (SSD)</b>	128 GB or higher	

**Computer Software** - Clarkson College **only** accepts documents in Microsoft Office compatible formats (.doc, .docx, .xls, .xlsx, ppt., .pptx)

<b>Microsoft Office (Required) (Word Processor, Spreadsheet, Presentation)</b>	Microsoft Office 2010 with compatibility pack	Microsoft Office 2016 or Office 365 – (Free for Clarkson College students)
<b>Database*</b>	Access 2010	Access 2016
<b>Internet Browser (Required)</b>	Latest version of Chrome, Firefox, Safari, Edge (Chrome is the preferred web browser for Canvas)	
<b>Media Players (Required)</b>	Latest version of Adobe Flash Player, Windows Media Player, QuickTime, Java	
<b>Other Plug-ins (Required)</b>	Latest version of Adobe Reader	
<b>LockDown Browser (Per instructor request)</b>	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 classroom and recreational 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](mailto: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 Radiologic Technology 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](mailto: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.

### **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](mailto:EatonKelly@clarksoncollege.edu)

**Trish Weber**

[WeberTrish@clarksoncollege.edu](mailto: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](mailto: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.

### **Jocelyn Medrano**

[MedranoJocelyn@clarksoncollege.edu](mailto:MedranoJocelyn@clarksoncollege.edu)

## **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 Joe Council at [counciljoe@clarksoncollege.edu](mailto:counciljoe@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](mailto:housing@clarksoncollege.edu).

## **Veteran Services**

Clarkson College is committed to assisting all students who are eligible to receive Veterans Administration education entitlements. Student Financial Service personnel are 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.

## **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. See 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 the Writing Lab webpage.

## 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, usually held each semester on the Friday before classes begin.

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 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](mailto: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](mailto: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](mailto: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](mailto: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 check will be issued to the student and mailed to the address on record with the Registrar.

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 Nebraska Medicine 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 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 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 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 Program is a federally funded loan program, administered by Clarkson College. Loans are awarded to undergraduate and graduate 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 and where applicable, other contributing partners. 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 have an ACT score greater than or equal to 24 (within two years of high school graduation).
- 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) and will be prorated for three-quarter time (9-11 credit hours) and half-time (6-8 credit hours) enrollment.

### **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 knowledgeable 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**

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.

### **ROTC Scholarships**

#### **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 website at [www.unomaha.edu/afrotc](http://www.unomaha.edu/afrotc).

For further information about the Air Force ROTC Scholarship programs, please contact UNO ROTC at 402.554.2318 or visit their website at [unomaha.edu/afrotc](http://unomaha.edu/afrotc).

#### **Army ROTC**

The Army ROTC program at Creighton University has a partnership agreement with Clarkson College. This agreement affords Clarkson College students the opportunity to participate in the Army ROTC program at Creighton while pursuing an undergraduate degree at Clarkson College.

Army ROTC scholarships may be available to both college-bound high school students as well as students already attending a college or university. Scholarships are awarded based on a student’s merit and grades, not financial need.

Army ROTC scholarship options include:

- Two-, three- and four-year scholarship options are offered based on the time remaining for the student to complete his or her degree.
- Full-tuition scholarships.
- Additional allowances pay for books and fees.
- Living expenses: Based on the student’s level in the Army ROTC curriculum, the student may earn certain scholarship amounts to help cover the cost of monthly living expenses: first year - \$300 per month; second year – \$350 per month; third year - \$450 per month; and fourth year - \$500 per month. This allowance is also available to all non-scholarship Cadets enrolled in the Army ROTC Advanced Course (third and fourth year).

To learn more about any of these programs, please refer to the Army ROTC website at [armyrotc.com/edu/creighton](http://armyrotc.com/edu/creighton).

## Tuition & Fees

### Tuition

Undergraduate Courses	\$537 / credit hour
Graduate Courses	\$598 / credit hour
Nebraska Medicine Partnership Rate – Undergraduate Courses	\$348 / credit hour
Nebraska Medicine Partnership Rate – Graduate Courses	\$392 / credit hour
Nursing Workforce Educational Grant Rate: RN to BSN and RN to MSN Undergraduate Nursing Courses	\$300 / credit hour
Nurse Anesthesia Program	\$927 / credit hour
Doctoral Programs	\$810 / credit hour
Nebraska Medicine Partnership Rate – Doctoral Program	\$672 / credit hour

### Mandatory Fees

Activity Fee (except off-campus sections)	\$4 / credit hour
Administrative Service Fee	\$5 / credit hour
Technology Fee: Online	\$45 / credit hour

## **Mandatory Fees**

Technology Fee: Hybrid	\$18 / credit hour
Technology Fee: On Campus	\$18 / credit hour

## **Course Lab and Fee Schedule**

HIM: RHIT Exam (HM 445)	\$299 / class
HIM: RHIA Exam (HM 477)	\$299 / class
MHA: Cultural Assessment Fee (MB 810 course fee)	\$70 / class
MHA: Cultural Assessment Fee (MB 905 course fee)	\$0 / class
MHA: Simulation Fee (MB 836 course fee)	\$15 / class
Gen. Ed.: Lab Supplies Fee (all Gen. Ed. labs)	\$40 / lab
Gen. Ed.: Cadaver Lab Supplies Fee (BI 311, BI 805)	\$200 / class
Recitation Fee (BI 210, BI 211.RS, BI 213.RS, CH 110.RS)	\$50 / class
PTA: Lab Supplies Fee (all PTA labs)	\$30 / lab
PTA: APTA Membership (PTA 106)	\$135 / student
PTA: Board Prep Course Fee (PTA 212)	\$200 / student
RT: Lab Fee (RT 105L, RT 110L, RT 120L, RT 125L, RT 140L)	\$30 / lab
RT: NSRT Dues (RT 101)	\$30 / student
RT: Markers (RT 140)	\$22 / student
RT: Trajecsystm (RT 265, clinical tracking)	\$100 / student
RT: Board Review Testing (RT 285)	\$65 / student
RT: NRST Conference (RT 275)	\$90 / student

### **Course Lab and Fee Schedule**

Nursing - ATI Testing Fee - Phase 1 (NS115, NS125, NS233, NS235, NS254)	\$140 / student
Nursing - ATI Testing Fee - Phase 2 (NS342, NS344, NS468, NS476)	\$97 / student
Nursing - ATI Testing Fee - Phase 3 (NS467, NS470, NS472, NS474)	\$70 / student
BSN: Lab Fee (NS 126, NS 234, NS 255, NS 343, NS 345, NS 431, NS 469, NS 477)	\$30 / class
NP Tracking System (NS 830, student tracking program, one-time fee)	\$100 / class
MSN: Lab Fee – Graduate Weekend (NS 830, NS 832, NS 844, supplies kit) (NP only)	\$85 / class
MSN: Cultural Assessment (NS 799)	\$75 / class
NA - National Online Board Rev Course (AN 870)	\$395 / student

### **Additional Fees and Charges**

Advanced Placement Exam Fee	varies by exam
HESI Pre-Cert for Nurse Practitioners (NS 844)	\$75 / student
Application Fee	\$35 / each
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	\$25 / each
Enrollment Fee (first-time students)	\$100 / each
Late Payment Fee – Balance < \$1000	\$25 / each
Late Payment Fee – Balance > \$1000	\$50 / each
Late Registration Fee	\$50 / each
Life Learning Evaluation Fee	50 percent tuition
Transcripts (non-graduates only)	\$5 / each

## Miscellaneous

Payment Plan Service Charge	\$35 / semester
Returned Check Fee	\$35 / each
Nebraska Medicine Parking Fee	Contact Parking Services at 402.559.8580

## Residence Hall Rate

Please visit the Rent Schedule Addendum page in the Housing section of our website 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.

\*The student fees for drug/alcohol screenings and background checks will be the responsibility of the student per specific program requirements. Estimated expense per student is \$30-\$125 dependent on his or her academic program.

## Student Accounts

### Student Accounts Coordinator

Beckie Humanik

### Student Accounts Representative

Samantha Headley

### Student Accounts Office

101 South 42 Street Omaha, NE 68131-2739

PH 402.552.2746 TF 800.647.5500

[studentaccounts@clarksoncollege.edu](mailto:studentaccounts@clarksoncollege.edu)

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- [Statement of Financial Responsibility](#)
  - [Billing Statements](#)
  - [Account Payments](#)
  - [International Student Payment Policy](#)
  - [Bookstore Vouchers](#)
  - [Cashier](#)
  - [COPPER](#)
  - [Deferred Payment Plan](#)
  - [Financial Aid Extension](#)
  - [Refund Checks](#)
  - [Tuition Assistance](#)
  - [Tuition Refund Policy](#)
-



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 new to Clarkson College are required to sign a Statement of Financial Responsibility. This form must be returned to 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).

### **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.

### **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 an approved payment agreement must be arranged with the Student Accounts office, 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 or the student may be withdrawn or dropped from classes.

Clarkson College accepts cash, checks, credit cards, money orders and cashier's checks for payment of tuition, fees and housing charges. Payments can be made in person, by mail, or through [Self-Service](#) by using a credit/debit card. 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, credit card, money order or a cashier's check.

### **International Student Payment Policy**

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.

Payment must be made in U.S. dollars. Clarkson College accepts payment by cash, electronic funds transfer, credit card (VISA, Mastercard and Discover) and U.S. Postal Service money order only.

All international students new to Clarkson College are required to sign a Statement of Financial Responsibility and submit it to the Student Accounts office prior to the first day of the first term in which the student enrolls at the College.

### **Bookstore Vouchers**

A book voucher allows eligible students to charge textbooks (purchased from the Bookstore) to their student account. A student may be eligible for a book voucher only if he or she will receive financial aid in excess of tuition, fees and on-campus housing charges, and a refund check will not be available on the first day of classes.

### **Cashier**

The cashier is located in the Student Accounts office on the first floor of the main Clarkson College building. Students may make payments on accounts, receive copies of account history and verify the status of financial aid application and disbursement processing.

### **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.

### **Deferred Payment Plan**

The Deferred Payment Plan (DPP) is offered as a service to all Clarkson College students. This program allows students to make three payments of one-third of the tuition and fees charged for the semester. The student must contact the Student Accounts office prior to the tuition and fees payment due date each semester to participate. There will be a payment plan fee for participation in this program.

### **Financial Aid Extension**

Students who have completed the application process for financial aid but whose funds will not be disbursed before the tuition payment due date may request an extension of the due date. Requests must be made in writing and submitted to the Student Accounts Coordinator before the tuition payment due date. Payment for an amount not covered by financial aid must be received in the Student Accounts office by the payment due date.

## **Refund Checks**

A student with a credit balance on his or her student account will be issued a refund check for the amount of the credit. Refund checks are mailed to the student's address listed with the Registrar's office. Students may request to pick-up their refund check in the Student Accounts office by notifying that office at 402.552.2746 before the check is issued. Refund checks are available for pick-up Mondays after noon unless otherwise posted. Students may be required to provide a valid Clarkson College photo ID at the time of check release.

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 the Student Accounts Coordinator prior to the issuance a refund check.

## **Tuition Assistance**

It is the student's responsibility to contact the Student Accounts Coordinator 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 Coordinator must grant approval before special billing is established. The student must submit a completed Release of Information form to the Student Accounts Coordinator before any account information can be shared with an outside party.

## **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 Coordinator 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.*

**Clarkson College**  
101 S. 42 Street  
Omaha, NE 68131  
**PH 402 552 3100**