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# Clarkson College - Academic Catalog

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

## College Information

### Clarkson College

101 South 42 Street Omaha, NE 68131-2739

PH 402.552.3100 TF 800.647.5500

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

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

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

### About the College

Clarkson College is a private, accredited, nonprofit college in Omaha, Neb. offering certificate and degree opportunities in the fields of Nursing, Healthcare Business, Health Information Management, Healthcare Education and Leadership, Physical Therapist Assistant, Community Health, Radiography and Medical Imaging, and Professional Development. The evolution of Clarkson College is apparent in our program offerings. We've grown from focusing solely on the practice of nursing to broadening our offerings to include a variety of health care disciplines.

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

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

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

## **Mission, Vision & Values**

### **Mission**

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

### **Vision**

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

### **Values**

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

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

**Commitment:** Dedication to the shared mission of Clarkson College.

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

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

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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](#)

### **Healthcare Education and Leadership Program**

#### **Doctorate of Education in Healthcare Education and Leadership**

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#### **Physical Therapist Assistant Program**

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

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#### **Community Health Program**

#### **Bachelor of Science 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 & Doctorate of Nursing Practice**

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

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326

PH 404.975.5000

#### **Bachelor of Science in Nursing**

Also approved by the [Nebraska State Board of Nursing](#)

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

Also accredited by the [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#)

222 S. Prospect Ave. Park Ridge, IL 60068

PH 847.655.1160



## Healthcare Business Programs

- **Master of Healthcare Administration**
  - **Bachelor of Science in Healthcare Business**
- 

## Health Information Management Programs

- **Bachelor of Science in Healthcare Business**
- **Associate of Science in Health Information Management**

The Health Information Management accreditor of Clarkson College is the [Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#). Accreditation for the Clarkson College Associate's degree in Health Information Technology and Bachelor's degree in Healthcare Business with major in Health Information Administration have been reaffirmed through 2027. All inquiries about the program's accreditation status should be directed by mail to:

### [CAHIIM](#)

200 East Randolph Street, Suite 5100, Chicago, IL 60601

**Email:** [info@cahiim.org](mailto:info@cahiim.org)

**PH** 312.233.1131

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## Physical Therapist Assistant Program

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

Clarkson College is also accredited by the [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)

1111 North Fairfax Street Alexandria, VA 22314

**PH** 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 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 an approved Iowa provider 345.

### **Physical Therapy & Physical Therapist Assistant**

For Physical Therapy and Physical Therapist Assistant continuing education activities, appropriate continuing education units are sought through the [Nebraska Chapter American Physical Therapy Association](#).

600 S. 42 St. Omaha, NE 68198-5450

**PH** 402.559.6415

### **Health Information Management**

For Health Information Management continuing education activities, appropriate continuing education units are sought through the [American Health Information Management Association](#).

### **Basic & Advanced Life Support & First Aid**

Approved by the [American Heart Association](#)

7272 Greenville Ave. Dallas, TX 75231

### **Nurse Aide & Medication Aide**

Approved by the [Nebraska Department of Health and Human Services](#): Regulation and Licensure; Credentialing Division

P.O. Box 94986 Lincoln, NE 68509-4986

**PH** 402.471.4376

### **Nurse Refresher**

Approved by the [Nebraska State Board of Nursing](#)

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

## **Board of Directors**

**Chair** Steven Black, M.D.

### **Executive Committee**

Steven Black, M.D.

James T. Canedy, M.D. \*

Robert S. Howard\*

George Greene, M.D.

Levi Scheppers, MBA

Julie Sigmon, MA

### **Board Members**

James Linder, M.D.

Julie Jones

Matt Pospisil, MBA

Rt. Reverend J. Scott Barker

Suzanne Nuss, MBA, Ph.D., RN, CENP

Nizar K. Wehbi, M.D., MPH, MBA

Aubray Orduna, D.N.P., RN

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

Jeri List, M.S.

### **Clarkson College Staff Senate Representative**

Jennifer Wilson, M.S.

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

Jason DeLong, P.T.A.

*\*Past Chair*

## **Diversity**

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

### **Diversity Council Mission**

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

### **Contact**

**Dr. Ricardo Varguez, Director of Center for Teaching Excellence**

PH 402.552.2216 TF 800.647.5500

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

## **Facilities**

The first level of the Student Center houses the Marketplace where refreshments and snacks can be enjoyed and College branded logo items are available for purchase. In addition, student resident mailboxes and Student Government Association office, as well as the BLS classroom are located on the floor. On the second level is Howard Hall, a multi-purpose room that provides open space for large gatherings and events. The second level also home to the Clarkson College Testing Center.

In the Main Building at 42 and Dodge Streets, the lower level (LL) houses a full energized laboratory and classroom for the Radiography and Medical Imaging programs.

On the first floor lobby of Main Building is the hub for the College. The Enrollment Department, Academic Advisors, Registrar, Financial Aid, Student Accounts, and Community Advancement are housed in this suite. This location provides centralization of student services and information to students and visitors. Community Advancement provides nurse aide, life support and non-credit classes for the community.

The second floor of the Main Building houses the Library and Academic Support Services. Including the Clarkson Service League Library and Student Success Center. Maintaining the convenient hours of 24-7, the Library provides students with knowledgeable staff and resources necessary to complete projects and conduct research. Room 203 is the J.W. Upright Success Center, which caters to the study, tutoring and counseling needs of students.

The second floor of the Main Building also houses classrooms and a science lab for the anatomy, physiology, chemistry and biology classes. Just beyond the science lab is second floor south, a mini Marketplace and the skills laboratory and classroom for the Physical Therapist Assistant program.

The third floor of the Main Building provides the College with one large classroom and houses the Information Technology department. The third floor also includes a brand new Clarkson College Interactive Learning Center (ILC) to be open in Summer 2022 offering a multitaction wall and anatomage tables for interactive learning.

The fourth floor of the Main Building houses the Interprofessional Learning Center, which includes three simulation labs, including an operating room, two classrooms, four patient rooms and a community health space. The fourth floor also houses a Nurse Aide instructor office.

Clarkson College faculty offices, director of Undergraduate Nursing, assistant directors of Undergraduate Nursing, director of Radiography and Medical Imaging and assistant director of Radiography and Medical Imaging are located on the fifth floor of the Main Building.

The sixth floor of the Main Building houses the administrative offices of the president, vice president of Academic Affairs, vice president of Operations and Student Affairs, director of Graduate Nursing, director of Community Health and Interprofessional Education, director of Doctor in Healthcare Education & Leadership, director of Healthcare Business, director of General Education, Fiscal Services, Facilities, director of Community Advancement, Director of Resesarch and Compliance, Human Resources, Strategic Communications and Alumni Relations.

The Clarkson Commons and Education Center was opened in January, 2021 and is connected to the main buidling through a newly renovated skywalk. The first floor houses a reception area, faculty offices, and two conference rooms. The second floor houses has three private study rooms, two large classrooms and a classroom and study room dedicated to the Nurse Anesthesia program. The Center for Teaching Excellence (CTE) is housed on the second floor and supports 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 Academic Travel Abroad (ATA) program is housed on the second floor as well. A student lactation room is available on the second floor and accessible at all times.

## 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](#)
- 

## Public Safety

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 members are to report criminal actions and other emergencies occurring on campus to UNMC Public Safety. Public Safety 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 University of Nebraska Medical Center (UNMC) Public Safety department. Call Public Safety 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 Clarkson Commons and Education Center. 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 UNMC Public Safety or Omaha Police Department

### **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: 402.559.5111
- 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 also be posted on the Clarkson College website and any social media utilized by the College.
2. 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 Public Safety will notify the College in the event of a tornado watch or warning. The Director of College Facilities will call the designated points of contact as messages are received from UNMC Public Safety 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 & Clarkson Commons & Education Center**

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 and 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.
5. All Clarkson Commons individuals find shelter in the stairwell.

## **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 Marketplace.
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 Marketplace.

## **e2Campus Notification System**

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

The e2Campus Notification System requires students to pre-register in order to receive this service. Students can register by creating an account through Self-Service. Go to "[Self-Service](#)," located under the Current Students section of the College website, and click on the [e2Campus link](#) under "Students" to complete the registration information.

The selective mass communications platform, which is aimed at improving safety on campus, enables the rapid delivery of messages via:

1. Mobile phone (SMS text message)
2. Email (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 members 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 24 hours a day 7 days a 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 Mary Balkan Science Lab accommodates areas for chemistry, microbiology, physiology and anatomy to support the general education science curriculum. It allows students to gain valuable, hands-on experience with the subject matter. Each semester, designated open lab hours are established to allow students flexibility in completing required coursework.

## **Interprofessional Learning Center**

### **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 facility includes three fully-equipped patient rooms where students can practice procedures such as intravenous line insertion, breathing tube insertion and medication administration; three control rooms where instructors can manipulate the mannequins by raising their blood pressure or even sending them into cardiac arrest; and a debriefing room and classrooms 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 adults 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.

### **Skills Lab**

The Skills Lab is designed to provide realistic, hands-on practice for students in areas that simulate a variety of realistic home medical facility environments. There are numerous resources available to facilitate group or individual learning. The center area of the lab features six patient care areas to simulate hospital rooms equipped with items necessary for direct care.

The south end of the lab is equipped with a Population Health room for home care, four exam rooms and six exam tables to simulate a clinic environment.

On the north end are two classrooms where students can view what is happening in the simulation and exam rooms.

### **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 on the fourth floor of the main College building—offers students the ability to learn as they practice skills needed to provide high quality patient care.

### **Student Center**

The Student Center enriches campus life for students. Students can socialize in the open study space, visit the Marketplace or utilize the Testing 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 in Howard Hall.

### **Student Housing**

The apartment-style Residence Hall is conveniently located on campus and provides a greater community connection with other students. Each apartment has four private, furnished bedrooms; two private baths with double vanities; and a spacious, fully-equipped kitchen with dining/study counter. The Residence Hall has 24-hour staff and front desk services and each of the 35 apartments has controlled entry. The Residence Hall, which houses up to 110 students, also offers free laundry facilities, group study areas and wireless Internet for its residents. Each apartment is also set up for Internet 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, link access to Canvas (Learning Management System), Self-Service, Library databases, and email accounts for students, faculty, staff members and alumni. Tools for searching our website and navigation include: Search Clarkson College, drop down main menu and site map. Students are also able to follow Clarkson College on [Facebook](#), [Twitter](#), [Linkedin](#), [Instagram](#) and [Youtube](#).

### **Campus Services**

#### **Bookstore**

**Phone:** 800.325.3252

**Web:** [bncvirtual.com/clarksoncollege](http://bncvirtual.com/clarksoncollege)

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

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

## **Bulletin Boards**

A variety of flyers are posted near the elevators and on bulletin boards throughout the College.

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

## **Childcare**

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

## **Accommodations**

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

## **Procedure for Students Seeking Accommodations**

The student must initiate the process of requesting accommodations by contacting the Accommodations Coordinator via [email](#) or phone at 2277. Upon receipt of the student's request, the Accommodation Coordinator will contact the student to obtain a signed student release of information form and an accommodations letter from the student's licensed health care provider.

Reasonable accommodations depend upon the nature and degree of severity of the disability. The following guidelines for documentation are suggested to provide adequate information to the Accommodations Coordinator for determination of appropriate accommodation services:

- Evidence that the evaluator has appropriate credentials, training, relevant experience, and no personal relationship to the individual being evaluated.
- A clear current diagnostic statement identifying the disability.
- A description of the diagnostic methodology used such as procedures, tests and dates of administration that should include a clinical narrative, observation, or specific results.
- 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.
- A description of the current treatment, expected progression, and the prognosis and/or stability of the disability.
- 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.
- Additional documentation may be requested including, but not limited to: educational records, letters from educators, diagnostic reports, letters from health care providers, records of past accommodations, letters or records from local, state, or federal agencies, and/or VA records.

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 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. The Accommodations Coordinator will schedule an appointment with the student to review the Statement of Eligibility ("SOE") form to ensure the student understands both the faculty and student responsibilities related to the student's accommodations. The student will review, sign, and return the forms to the Accommodations Coordinator. The Accommodations Coordinator will sign the SOE. Upon registration of classes each semester, and with the signed SOE and Release of Information from the student, the Accommodations Coordinator will email the student's approved accommodations (SOE) letter to the student and the Testing Center (if applicable). The student will be responsible to present the SOE letter to their appropriate faculty no later than the first weekday of classes. If the student makes changes to his/her schedule, the student should notify the Accommodations Coordinator of said changes. If eligibility is determined after the start of the semester, faculty will be notified by the student within two business days after receipt of the student's signed SOE and Release of Information. The student is strongly encouraged to communicate with his/her faculty.

The student may appeal this decision with the Accommodations Coordinator.

- The student must submit a Petition to Appeal an Accommodations Decision Form to the Accommodations Coordinator within 5 business days of receipt of the denial of Accommodations.
- Within 2 business days, the Accommodations Coordinator will then forward the petition to the consult with the Accommodations Committee for review.
- The Accommodations Committee is an ad hoc committee consisting of the Program Director of the academic program the student is enrolled/intending to enroll in, the Vice President of Operations & Student Affairs, and the Vice President of Academic Affairs, and a Student Support representative.
- Within 5 business days, the Accommodations Committee will convene to review the Petition to Appeal an Accommodations Decision.
- When a decision has been reached, the Accommodations Committee will complete the Petition to Appeal an Accommodations Decision Form and submit it to the Accommodations Coordinator.
- The Accommodations Coordinator will subsequently notify the student of the decision of the Accommodations Committee, which is final.

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): **three (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): **three (3) business days**
- Testing in an alternative location: **three (3) business days**
- Providing note-taking services: **two (2) weeks**
- Exam reader or scribe: **two (2) weeks**
- Modification of classroom facilities: **two (2) weeks**
- Modification of classroom materials: **five (5) weeks**
- Sign language interpreter services: **six (6) weeks**
- Assistive technology: **six (6) weeks**
- Textbooks in alternate format: **eight (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, faculty and staff members have access to a fitness room, located on the first level of the Residence Hall.

## **Identification Badge**

### **Obtaining Your Student ID Badge & Key Card**

On your Advising and Registration Day, we'll have staff on hand to take your photo. The College will use this image on your student ID badge, which will be ready for you to pick up at New Student Orientation. You will also be given a keycard to give you access to various buildings and rooms on campus.

### **Obtaining Your ID Badge Electronically**

If you do not live in the area or are enrolled in an online program, you can obtain your student ID badge via e-mail by sending your name and a digital photo of yourself (professional attire, solid background, head and shoulder shot, .jpg or jpeg file format, and no more than 2 MBs in size) to [studentid@clarksoncollege.edu](mailto:studentid@clarksoncollege.edu). Your student ID badge will be mailed to your current address on file with the College.

### **Additional Uses of ID Badge**

Your student ID badge is also useful for various off-campus and non-school related situations. If you have an internship or clinical rotation, you will need to present your identification to personnel at those locations. You may also be required to present your ID badge for test proctors.

### **Replacing a Lost ID Badge**

Since your Student ID badge is such an important piece of plastic, many students attach it to a lanyard or their car keys. If you misplace or lose your ID badge, contact [studentid@clarksoncollege.edu](mailto:studentid@clarksoncollege.edu) or the IT Help Desk at 402.552.3911, and they can replace it for a \$5 fee.

## **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, Jade Liles at 402-552-2587 or Pauline Laughlin at 402.552.6298 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 University of Nebraska Medical Center (UNMC) Parking Services Office located at 40th and Emile Streets, Monday–Friday, 8 a.m.–4:30 p.m. A copy of the Parking Rules and Regulations and a map of the parking lots can be obtained from Parking Services. Violations of the rules can result in a ticket or the car being towed at the owner’s expense.

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

## **Printing on Campus**

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

### **How does PaperCut work?**

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

#### **Black & White**

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

#### **Color prints**

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

### **What happens when I run out of printing credits?**

If you use all of the \$10 credit, you can purchase a PaperCut print card for \$10 from the Student Services Suite or the Library during business hours. Once this card is redeemed on [PaperCut.clarksoncollege.edu](http://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

**Email:** [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

**Email:** [library@clarksoncollege.edu](mailto:library@clarksoncollege.edu)

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

Each time you log in to a computer on campus, a pop-up box will appear to show your current print balance as seen here. Printing balances can also be checked at [papercut.clarksoncollege.edu](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 (Student Services only). For questions, call Student Accounts at 402.552.6188.

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

1. Visit the [Current Student](#) section.
2. Click the Make a Payment link.
3. Click View Details next to the Paper Cut card option from the selection provided.
4. Fill in Student Name and click Add to Basket.
5. Click Checkout.
6. Enter credit card information in pop-up window (If you have a pop-up blocker on, select "always allow pop-ups from this website" then click "retry")
7. Click Continue to Checkout
8. Either email receipt to [Library@clarksoncollege.edu](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 and the Clarkson Commons and Education Center.

**Student Center ATM**

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

**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**

Information about student health services can be found here: <https://www.clarksoncollege.edu/default/assets/File/Partnership-Acute-Care-Health-Services.pdf>

**Telephones**

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

## Food and Merchandise

Clarkson College has the fuel and supplies you need to keep you going.

The **Micromarket** located on the 2<sup>nd</sup> floor of the Main Building (past the Library) has food and snacks for a quick bite. The **Marketplace** is located in the lower level of the Student Center building (former bookstore location) and is the destination for food and merchandise on campus. An expanded selection of food, beverages, and branded College merchandise are available to purchase 24/7 for employee and student convenience.

Self-service kiosks accept credit card/debit card, USConnect app, or load cash onto a prepaid card.

Popular branded College items are on hand, and additional sizes and items are available on the [online Marketplace](#) website for an expanded selection. You can choose to ship to the College (no cost) and pick up in a few business days, or have items shipped to your address.

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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 mission includes the expectation of high standards in ethical behavior as well as in scholarship. Academic integrity is an integral component of the College 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. Intentionally using or attempting to use any unauthorized aid, materials, or electronic devices in connection with any form of academic work.
  - 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 a Code of Conduct 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 the student to bring all supporting evidence to the meeting with the faculty related to the alleged academic integrity issue.

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

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

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

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

**Step 5:** Upon completion of the Academic Integrity Violation Procedure, the vice president of Academic Affairs (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:** 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**

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

### **Due Process**

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

### **Academic Integrity Committee**

The Academic Integrity Committee's purpose is to serve as an appellate board. The membership of the Academic Integrity Committee will consist of the following: the vice president of Academic Affairs (VPAA) and the Vice president of Operations and Student Affairs (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:

- One (1) program director/coordinator selected by the co-chair who is outside the student's major or minor
- Two (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;



- Three (3) 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
  - If SGA is unable to select students within a timely manner, the VPAA or VPO will request assistance from program directors to help recruit students.

#### Committee Procedures:

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

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

The student's program director, course program director, and 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)**

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

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

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

#### **Procedure:**

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

## **Academic Travel Abroad Release (Policy SW-11)**

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

### **Procedure:**

All required documents must be completed for each ATA trip.

### **Acknowledgment and Release Form:**

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

## **Academic Year**

Clarkson College offers day and evening courses throughout the year. Regular semester courses are organized into two 15-week semesters and one 12-week summer term. Accelerated term courses are organized into 6-week terms during the summer semester and 7.5-week terms during the fall and spring semesters. 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 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, Clarkson Commons and Education Center, and Student Center are **secured** at all times and only accessible by key card access.

- Our Residence Hall is **secured** at all times and only accessible by residential students in the Residence Hall.
- Specific floors, departments and classrooms have card key access. Each access point may have individual hours, which may vary at different times of the year. In these cases, the areas will be secured according to schedules developed by the department responsible for that area.

**Key Access:**

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

**Security considerations used in the maintenance of the campus:**

- All key cards and keys are generally inventoried on an annual basis.
- The key card system is monitored during business hours to ensure.
- A safety and security walk-through is conducted two 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 semester.

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 College-related activity requires an employee to transport students, the College will provide transportation via a rental vehicle.

**Procedure:**

1. Students will complete the Activities Acknowledgement and Release Form in Self Service upon enrollment each semester.
2. The completed forms will be available via a SSRS Report accessible by the Registrar's Office.
3. A student will not be able to register for classes until the Activities Acknowledgement & Release Form has been submitted and all other stops have been cleared.

## **Admissions (Policy AD-1, AD-2, and AA-57)**

### **Director of College Enrollment**

Teresa Moore

### **Enrollment Office**

101 South 42 Street Omaha, NE 68131-2739

PH 402.552.3100 TF 800.647.5500

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

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

### **English Proficiency**

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

- Official TOEFL (Test of English as a Foreign Language) score (minimum of 100 total score on the TOEFL iBT, minimum of 250 total score Computer-based TOEFL, or minimum of 600 total score on the paper-based TOEFL or score of 60 on the updated pBT)
- Official IELTS (The International English Language Testing System) total score of 7.5.
- ACT English score of 20 or higher
- Graduation from an accredited U.S. high school or equivalent (GED)
- Associate's or higher level degree from an accredited U.S. college or university
- An active, unencumbered United States LPN, RN, PTA, or ARRT license.  
Additional licensures can be evaluated on an as needed basis.

### **Procedure:**

#### **Undergraduate Degree-Seeking:**

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

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

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

#### **Additional admission requirements:**

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

- Students who have been home schooled must provide a copy of the letter from the state that confirms that the supervisor of their home school education has filed with the Department of Education regarding the home schooling of the student in addition to a copy of their home school transcript.
- All transcripts from high school and post-secondary institutions will be evaluated for “D”s, “F”s, no pass, withdrawals, and withdrawal fails.
- International nurse applicants are also required to submit documentation of successful achievement of the Commission on Graduates of Foreign Nursing Schools (CGFNS) qualifying examination.
- Applicants must be in good standing from previous institution(s) attended.

### **Undergraduate Application Materials Required for Degree-Seeking Students:**

- Undergraduate application and application fee.
- Transcripts: Official transcripts are required from high school and all post-secondary 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 U.S. 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 options – PTA program-specific application packet.
- **Radiography** – Radiography program-specific application packet.
- **Traditional BSN** – BSN program-specific application packet. Active status on a nurse aide registry. Applications may be reviewed for acceptance with proof of intent to complete a nurse aide course.
- **Medical Imaging** – Copy of current American Registry of Radiologic Technologists (ARRT) card.
- **Medical 3D Printing Specialist Certificate** Copy of current American Registry of Radiologic Technologists (ARRT) card and six months of experience in CT/MRI/CI/VI or a similar field or concurrently with an MI externship in CT, MR, CI, or VI or a health science professional in an applicable field.>
- **LPN-BSN** – A current unencumbered LPN license in the U.S., its territories or protectorates. License must be effective in the state where clinical experiences will occur.
- **RN to BSN & RN to MSN** – A current unencumbered state RN license (and APRN license, if applicable) in the U.S., its territories, or protectorates. License must be effective in the state where clinical or residency experiences will occur.

### **Graduate Degree-Seeking:**

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

- 3.0 Cumulative GPA on a 4.0 scale

**Students entering the graduate program options are reviewed based on the following application materials and requirements:**

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

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

**Master of Science in Nursing:**

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

**Post-Graduate Nursing Certificate:**

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

- Graduate Nursing packet

### **Master in Healthcare Administration:**

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

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

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

### **Additional Required Application Materials:**

- Copy of RN license
- Scholarly essay
- Graduate Nursing packet

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

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

### **Prerequisite coursework:**

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

### **Additional Required Application Materials:**

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

### **BSN to DNP - Nurse Anesthesia**

- Minimum cumulative college 3.0 GPA on a 4.0 scale
- Minimum 3.0 GPA on a 4.0 scale for prerequisite coursework
- One year of full-time critical care experience or its part-time equivalent

- A current, unencumbered RN license (and APRN license, if applicable) in the U.S., its territories, or protectorates. License must be effective in the state where clinical experiences will occur.
- Applicant must have achieved or be actively involved in the process of achieving a Bachelor of Science in Nursing from an accredited program. BSN must be complete by start of term.

**Required Application Materials:**

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

**Prerequisite coursework:**

- Scholarly Writing
- Graduate-level Statistics

**Interview:** Required, if selected

**Doctor in Healthcare Education and Leadership:**

- One year minimum work experience, preferably in the health care field
- Master’s degree or higher from an accredited institution
- A formal Master’s degree-level scholarly paper written by the applicant

**Post-Graduate Certificate in Leadership:**

- Master’s degree or higher from an accredited institution

**International Applicants Admission and Requirements (Policy AD-2)**

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

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

- Official transcripts are required from all educational institutions the student has attended or is currently attending. Transcripts from all institutions outside the U.S.



must be official, translated to English and credentialed. You may choose from one of the following agencies to have your transcripts evaluated: [World Education Services](#), [International Education Research Foundation](#) or [Educational Credential Evaluators Inc.](#)

- Transcripts will not be accepted unless they have been evaluated.

### **International Transcripts:**

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

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

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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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### **Admissions Request Form**

This Admissions Request Form is the method by which an individual formally seeks answers to questions pertaining to their enrollment. This form must be submitted to the Enrollment and Advising office who will convene the appropriate personnel. The requesting party will be notified by the Enrollment and Advising office of the results within 10 business days after the received date.

This form can be used to request waiver of supplemental admissions materials including transcripts. Admission materials may be requested to be waived however admission requirements, like GPA or a specific licensure cannot be waived.

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### **Conditional Admission Status**

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

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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 complete the Admissions Confirmation form and return it with a non-refundable enrollment fee. This fee reserves a student's place in the program.

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

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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 at Clarkson College; and
3. Will not have any of the following end of the semester course grades "C", "D", "F", "WF", "NP"

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

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

For more information regarding cooperative programs, contact the Clarkson College Enrollment and Advising 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) apart from of English Composition I or II
- Advanced Placement Examinations (AP) [Minimum score of 3 required]
- Defense Activity for Non-Traditional Education Support (DANTES)
- Microsoft Office Specialist
- Health Information Management National Certification(s)
- Project Management Certification (PMP)

Other standardized tests may be considered if approved by the program director and Registrar.

**Credit for Learning through Life/Work Experience**

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

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

Individuals seeking a degree who believe their prior experiences may qualify them to receive college credit may seek credit through the portfolio method. The student’s academic program director/advisor/instructor will assist the student in completing the portfolio process. Portfolio documentation will include appropriate and acceptable

evidence of equivalent knowledge. Each academic program will determine the maximum number of credit hours that may be granted through life/work experiences. Each academic program will also determine the specific courses that may be fulfilled via credit by learning through validation by portfolio. Students must request portfolio credit with their program director/advisor/instructor, no later than the end of the 1st week of the semester. All portfolios must be completed at least one semester prior to graduation.

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

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

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

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

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

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

## **Articulation Agreements**

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

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

A **MOU** is an agreement between institutions that expresses an agreed course of action and conditions under which the receiving institution will accept students for

matriculation. The MOU is a form, signed agreement that specifically outlines the Clarkson College degree and/or course requirements with the community college/health system or other entity.

Procedure:

1. The articulation agreements are reviewed annually by academic program directors and the Registrar's office and are housed with the Registrar's office and found on the Clarkson College website.
2. The MOU agreements are formed as needed. The MOU for a specific academic program with another institution will be approved by the appropriate academic program director, Student Services departments and vice president of Academic Affairs. The agreements will be housed on the intranet.

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

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

**Clarkson College students will:**

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

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

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

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

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

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

**Procedure:**

The Clarkson College Assessment Plan involves College-wide data collection from Academic departments, Student Services departments and the Office of Institutional

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

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

### **Auditing a Course (Policy AA-35)**

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

#### **Procedure:**

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

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

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

#### **Auditing a Course Registration Form:**

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

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

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

#### **Timing of the Background Check and Drug Screening**

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



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

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

Additional background checks and/or drug screening may be required with or without cause, 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 the Clinical Compliance advisors must be approved by the program director and/or designee, prior to granting access. Information contained in the reports/records will not be shared with facilities participating in the clinical/ service/externship experiences unless a legitimate need is demonstrated.

### **Recordkeeping**

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

### **Bookstore Voucher (Policy SA-2)**

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

**Procedure:**

Bookstore vouchers are obtained in the Student Financial Services office and only the Student Financial Services staff may approve the voucher.

### **Cancellation of Course (Policy AA-36)**

Determination to cancel a course will be made by the academic program director. Students will be notified and directed to an alternative enrollment.

**Procedure:**

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

### **Change of Personal Information**

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

Change of Name form:

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

Change of Address form:

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

Address changes also may occur in Self Service.

### **Clarkson College Behavioral Intervention Team (Policy SW-24)**

The goal of the Clarkson College Behavioral Intervention Team (BIT) 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 BIT, after consulting appropriate resources both internally and externally, will have the authority to take appropriate actions for the safety of the College community.

A reporting mechanism has been established; the chair of BIT reviews all student referrals and may convene the BIT to discuss the student issue or concern. Actions of BIT may include:

- Consultation with program director, faculty, or other members of the Clarkson College community on any student issue(s).
- Gathering pertinent information regarding a student issue.
- Evaluate information and serve as a liaison to obtain community resources to address student issues.
- Determine protocol regarding follow up for the student issue and/or concern.
- Ensure a plan is developed with the student.
- Be responsible for information feedback appropriate parties.

**Procedure:**

- Any concerned individual should complete the online Student Referral Form. The BIT chair (director of Academic Success) reviews all forms and will triage appropriately.
- When concerned about the immediate safety of a student or the safety of others, please contact the BIT chair immediately. Should the chair not be available, contact the vice president of Operations (VPO) or vice president of Academic Affairs (VPAA).
- Employees of the College should also provide information regarding student behavior to their department director; in the absence of the director, the information should go to the appropriate vice president.
- The team will collect pertinent information from as many sources as possible. If immediate action is needed, either the VPO or the VPAA will intervene; 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 BIT Chair, VPO, VPAA, up to two faculty members, the College counselor, and other College personnel as deemed necessary.

**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) Healthcare 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 the Clarkson College programs of study.

## **Healthcare Core Curriculum Courses**

Healthcare 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 Healthcare Core course from each of three categories: Intercultural Communication, Humanities, and Ethics, Empathy and Advocacy. Because these courses are unique to Clarkson College, students are required to take those included in the curriculum of their academic programs.

## **Support Courses**

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

## **Major Courses**

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

## **Code of Conduct (Policy SW-18)**

- [Violations](#)
- [Procedures](#)
- [Sanctions & Remediation](#)
- [Committee](#)
- [Student Code of Conduct Form](#)

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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. The Clarkson College 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 their Academic Advisor and the Academic Support Services.

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

A student's behavior may have a long-term effect on their 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 identify, gender stereotyping, veteran's status or marital status.
9. Violation of published College policies, rules and/or regulations.
10. Violation of federal, state or local law on College premises, at College sponsored or supervised activities or while representing the College off campus.
11. Use, possession or distribution of illicit substances as outlined in [Clarkson College Drug and Alcohol Policy, SW-15](#).
12. Public intoxication and/or the use, possession or distribution of alcoholic beverages except as expressly permitted by law and by the [Clarkson College Drug and Alcohol Policy, SW-15](#).
13. Possession of firearms, explosives, other weapons, illegal or hazardous materials ("any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors").
14. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction, which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
15. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised functions.
16. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace; this includes downloading or disseminating inappropriate images and messages via electronic media, on College premises or at functions sponsored or participated in by the College.
17. Theft or other abuse of computer time, including but not limited to: a) unauthorized entry into a file, to use, read or change the contents or for any other purpose b) unauthorized transfer of a file c) unauthorized use of another individual's identification or password d) use of computing facilities to interfere with the work of another student, faculty member or College official e) use of computing facilities to interfere with normal operation of the College computing system f) use of computing facilities to send obscene or abusive messages g) any other violation of the Clarkson College computer use policy.

### **Violation of Law and/or Student Code of Conduct**

1. If a student is charged with a felony that is in violation of federal, state or local law, but not with any other violation of this code, disciplinary action may be taken and temporary sanctions imposed until a court decision is determined for grave

misconduct which demonstrates flagrant disregard for the College community. The College has the authority to place a student on interim suspension pending the Code of Conduct violation process or a court decision is determined. Interim suspension can be imposed according to the determination of the College when any of the following situations exist:

- The conduct of a student reflects a disregard for the principles of social responsibility and self-discipline, and the continued presence of a student and/or student group would disrupt the stability and continuance of the educational mission and processes of the College.
  - The conduct of the student endangers the well-being of other members of the Clarkson College community or would prevent other members of the community from having a safe living and learning environment, when such situations cannot be eliminated by reasonable modifications.
    - Such situations are detrimental to students and to the best interest of the College; therefore, the College reserves this right to impose interim suspension. Such determinations will be made after analyzing all available, relevant information (the student's observed conduct, actions and statements) about the student in question, including any relevant and readily available information from treating medical or mental health professionals, or other professionals qualified to interpret this information, and after consulting the Behavioral Intervention Team (BIT). This policy will be applied in a non-discriminatory manner, and determinations shall be based on conduct, actions and statements. If a student is placed on interim suspension, the student may be temporarily separated from the College; therefore, at the discretion of the College, the student may be required to leave residential housing and/or College property, as well as cease attending classes or other College activities within the time specified in the notice of interim suspension. The student may also be required to receive mandated medical assessments or treatments for an interim period.
2. Any type of sexual misconduct/violence charges will be handled using the Sexual Misconduct, SW-27 policy. For more information, please contact the Title IX Coordinator.
  3. College disciplinary proceedings may be instituted against a student charged with violation of a law, which is also a violation of this Code. 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 of Conduct 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 (5) 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 & Student Affairs (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 (5) years. Sanctions such as resident hall dismissal or College suspension/dismissal may be expunged from the student's confidential record after 5 years 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 VPAA and the VPO will be the co-chairs and non-voting members of the Code of Conduct Committee. The co-chairs will de-identify 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:

- One (1) academic dean or program director/coordinator selected by the co-chair who is outside the student's major or minor
- One (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
- One (1) student support staff selected by the Director of Student Support Services
- Two (2) students selected by the Student Government Association (SGA) who are enrolled outside the student's major or minor and who have earned at least 24 semester hours at Clarkson College

### **Committee Procedures**

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

- The outcome will be decided by a simple majority.

The Code of Conduct Committee's decision is final. There is no appeal to this process.

*\*If Code of Conduct violations occur within two weeks of graduation, the VPO will design an appropriate due process timeline.*

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

## **Copyright (Policy IT-4)**

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

### **Procedure:**

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

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

As part of the Higher Education Opportunity Act (HEOA) of 2008, the Department of Education released final regulations that must be addressed by all U.S. colleges and universities on October 29, 2009. The HEOA provisions regarding copyright violations from unauthorized file sharing on campus networks are categorized into three main requirements:

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

Clarkson College complies with the HEOA via the following:

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

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

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

## **Credit Hour Definition (Policy AA-55)**

Clarkson College follows the Federal Regulation 34 CFR 600.2 definition of credit hour, §668.8: §668.9. Our academic programs follow a semester calendar and for the total number of hours, a minimum of two (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.  
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. **Radiography Program Courses:** One credit equals 15 contact hours per semester with the exception of RT Procedures labs in which 1 credit hour 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
- c. **Nurse Anesthesia Courses:** 1 credit hour equals 15 contact hours per semester.
- Examples:
- AN 872L Principles of Anesthesia I Lab = 1 credit hour = 15 contact hours per semester.

### 3. Credit-to-contact hour conversions for clinical/internship/externship rotations dependent on program:

1. **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
2. **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
3. **Graduate Nurse Education, Graduate Nursing Administration, & Healthcare Business Professional Practice Experience (PPE) and Internship Courses:** One credit hour equals 45 clinical hours. Example: HM 368 Professional Practice I = 2 credit hours ~90 clinical hours
4. **Radiography Program Clinical Courses:** One credit hour equals 56 clinical hours. Example: RT 265 Clinical Experience I = 4 credit hours ~ 244 clinical hours
5. **Medical Imaging Program Clinical Courses:** One credit hour equals 60 clinical hours. Example: MI385 CT Externship = 3 credits = minimum of 180 contact hours
6. **Community Health Fieldwork Course:** One credit hour equals 45 fieldwork hours. Example: CHL410 Fieldwork = 3 credit hours ~135 fieldwork hours
7. **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.
8. **Nurse Anesthesia Program Clinical Courses:** 12 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.
9. **Doctor of Nursing Practice Residency Hours:** Zero credit hours are dedicated to DNP hours. A minimum of 300 clock hours are required for the program (125 hours for the Nurse Anesthesia students). All DNP students must complete a minimum of 1,000 practice hours (DNP Hours) 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 and staff members are to report criminal actions and other emergencies occurring on campus to security. In accordance with the Student Right-

to-Know and Campus Security Act of 1990, 20 U.S.C., Section 1092, Clarkson College provides information relating to campus crime statistics and security policies to current and potential students and employees. The College may also provide this information to the U.S. Department of Education.

Campus Safety Information:

<https://www.clarksoncollege.edu/student-life/campus-safety/>

## **Degree Plan (Policy AA-5)**

The Degree Plan is referred to as the Academic Plan, which is available in Self-Service to track courses required for degree completion. The Degree Plan will include 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. Self Service will identify a stop for conditionally admitted students.

The purpose of the Degree Plan is:

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

### **Procedure:**

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

A Registrar's Office representative will sign the Degree Plan and email the plan to the student at the beginning of the first semester. The signed Degree Plan becomes the student's plan for graduation and may not be changed without formal written approval by the Program Director. The information on the Degree Plan is contractual in nature.

## **Dismissal (Policy AA-24)**

### **College Dismissal**

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

### **Academic Dismissal**

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

### **Procedure**

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

## **Drug and Alcohol (Policy SW-15)**

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

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

1. Any currently enrolled student may be required to complete a drug/alcohol test.
2. Illegal possession/use, sale, and/or sharing of drugs or drug related paraphernalia on campus property or at College-sanctioned events is considered an infraction of Clarkson College policy. Clarkson College will cooperate fully with state and federal law officials in the enforcement of all state and federal laws pertaining to the possession, use, sale, and distribution of illicit substances.
3. Possession by minors is an infraction of Neb. Re. Statute 53-180.02 and is punishable by three (3) months' imprisonment, \$500 fine, or both. All offenses regarding possession of drugs and/or alcohol will also be subject to the disciplinary procedures set forth by Clarkson College.
4. The procurement of alcoholic beverages for minors is a violation of Clarkson College policy. The procurement of alcohol for minors, Neb. Rev. Statute 53-180, is punishable by a maximum of one-year imprisonment, \$1,000 fine, or both. All offenses regarding procurement of alcohol for minors will also be subject to the disciplinary procedures set forth by Clarkson College.
5. No alcohol shall be served at any event sponsored by Clarkson College or a recognized Clarkson College organization, unless the alcohol is sold off-campus by a licensed, independent vendor via a "cash bar" and only to persons of legal age. No College organization will be permitted to use organizational funds for the purchasing of alcohol.
6. Guests are bound by the same rules regarding alcohol and drugs as the students. Members of the College community and their guests will be held responsible for



their behavior and any destruction that occurs while under the influence of alcohol and/or other drugs. Violators will be asked to leave campus and/or be referred to local authorities.

7. There will be absolutely no posted advertisement for alcoholic beverages in any College publication, private or public area.
8. The vice president of Operations (VPO), director of Facilities, Residence Hall coordinator, or any Student Services counselor may notify parents or law enforcement of violations. Notification may occur if it is believed that the student is potentially a danger to themselves or to others or is in danger of jeopardizing their academic career.

### **Violation of the Student Welfare Drug and Alcohol Policy**

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

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

### **Penalties for Student Welfare Drug and Alcohol Policy Violations**

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

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

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

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

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

**Medical Amnesty**

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

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

**Procedure:**

**On-Campus Testing:**

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

1. The faculty/staff will notify UNMC Public Safety at 402.559.5111 immediately and program director or designee with location information.
2. UNMC Public Safety will remove the student from class/area and take to a private setting and wait for further assessment.
3. UNMC Public Safety will call Midlands Testing Services (MTS) at 402.658.1122 and notify them of the site and contact person.

4. MTS will come directly to the site to complete the testing. Upon arrival, MTS will call the contact phone number for the location of the student.
5. The faculty/staff member will complete the checklist for making reasonable cause determination.
6. After testing, UNMC Public Safety will direct the student to contact a family member/friend for transportation to be removed from the site. If needed, UNMC Public Safety will arrange taxi service for the student. Taxi expenses will be the responsibility of the student.
7. The faculty/staff member will discuss the checklist with the program director or designee.
8. The faculty/staff member will also schedule a debriefing with the VPO/VPAA/ program director/BIT member the next business day.
9. Students who refuse testing or fail to comply with any step in the processes above will be considered a positive test result.
10. The student will pay for all costs associated with the testing, including transportation costs.
11. If the student appears to be a threat to self or others, contact local authorities immediately by calling 911.

**Off-Campus Testing:**

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

1. Remove the student from patient care/activity and arrange for student oversight based on the clinical/facility policy. The student is to remain in that location until testing is completed unless clinical site policy/procedure is to follow another process. Please consult in advance with the clinical site to determine how to address these situations.
2. Person/s who suspect the student is under the influence will contact the program director or designee to report suspected student impairment and provide the following information – name and contact phone number of person reporting the incident, clinical site location (include full address for clinical site and department), student name and program.
3. The program director or designee will call Midlands Testing Services (MTS) at 402.658.1122 and notify them of the site and contact person.
4. MTS will come directly to the site to complete the testing. Upon arrival, MTS will call the contact phone number for the location of the student and follow onsite testing procedures.
5. The program director or designee will complete the Checklist (Appendix D) for Reasonable Cause Determination and submit this to the VPAA and VPO, as soon as possible.
6. After testing, the person/s who suspects the student is under the influence will direct the student to contact a family member/friend for transportation to be removed from the site. If needed, taxi service for the student will be arranged. Taxi expenses will be the responsibility of the student.

7. Students who refuse testing or fail to comply with any step in the processes above will be considered a positive test result.
8. The student will pay for all costs associated with the for-cause testing, including transportation costs.
9. If the student appears to be a threat to self or others, contact local authorities immediately by calling 911.

Student confidentiality of all information will be maintained.

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

## **Email (Policy IT-1)**

### **Acceptable Use**

The acceptable use of Clarkson College email is governed by the IT-2 Computing Policy.

### **Ownership of Email / Privacy**

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

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

### **Procedure:**

#### **External Communication**

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

- **Commercial** – advertises or promotes a commercial product or service, including content on a website operated for a commercial purpose.
- **Relational or Transactional** – facilitates an already agreed-upon transaction or updates a customer about an ongoing transaction.

- **Informational or Other** – provides information requested of Clarkson College or about Clarkson College but without a commercial, relational or transactional component.

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

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

### **Account Creation**

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

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

### **Email Retention and Disposal**

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

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

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

### **Expiration of Accounts**

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

- **Employees** – Employees who leave the college will have email privileges removed effective on their last worked day. If such separation is for cause, email privileges may be immediately revoked without notice. In either situation, the employee's manager must submit a termination request for the account via the IT Help Desk to inform IT of the anticipated last day.

- **Students who leave before graduation** – Students who leave Clarkson College without completion of their degree or other program may keep their email privileges for one (1) academic year from the last term when they were registered.
- **Dismissed students** – If a student is dismissed from Clarkson College, email privileges will be terminated immediately upon the notice and directive of the Vice President of Academic Affairs, Vice President of Operations or the Registrar's office.
- **Alumni** – students who have graduated from Clarkson College will keep their email privileges for one (1) academic year from the last term when they were registered. Alumni wishing to join the Alumni Association may apply for a Clarkson College alumni email account. This is a @clarksonalumni.net email account that is separate from faculty/staff member/student accounts. The Alumni Association determines the expiration of these email accounts.

### **Salesforce.com**

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

### **Personal Email Accounts**

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

### **Spam and Phishing**

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

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

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

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

Individuals should report all emergencies by calling 402.559.5111 from any phone, or by using the blue light emergency phones, which are available at various locations on campus.

Clarkson College will, without delay, and taking into account the safety of the community, determine the content of an emergency notification and initiate a campus

emergency notification, unless such notification will, in the professional judgment of campus authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate an emergency.

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

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

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

- Director of UNMC Public Safety
- College President
- Vice President of Operations and Student Affairs
- 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 to 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 recognizes the importance of Emotional Support Animals (ESA) in providing emotional support to individuals with disabilities. The College is committed to allowing ESAs when necessary to provide individuals with disabilities an equal opportunity to use and enjoy Student Housing. Approval of an ESA in Student Housing requires: 1) the individual has a disability, 2) the animal is necessary to afford the individual an equal opportunity to use and enjoy a dwelling, and 3) there is an identifiable relationship between the disability and the support the animal provides.

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

To be able to have an ESA reside in campus housing, the student must first contact the Accommodations coordinator and complete the appropriate documentation requirements (e.g. ESA Student Request Form, Healthcare Provider Verification Form, Vaccination & Licensing, etc.)

### **Definition of Emotional Support Animal**

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

### **Guidelines and Requirements for ESAs**

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



- The size of the animal is too large for available assigned housing space (according to the Animal Welfare Act Regulations). Based on the limited space in the Residence Hall and to ensure the health and safety of the animal, the College limits the size of the ESA's to no larger than 30 pounds.
- The animal's presence would force another individual from his/her assigned housing (e.g. serious allergies)
- The animal's presence otherwise violates individuals' rights to a quiet living environment
- The animal is not housebroken or is unable to live with others in a reasonable manner
- The animal's vaccinations and licensing is not up to date
- The animal poses or has posed a direct threat to the individual or others, such as aggressive behavior towards or injuring the individual or others, or the potential of transmission of zoonotic diseases
- The animal causes or has caused excessive damage to the Residence Hall space beyond reasonable wear and tear

### **Care and Supervision of Emotional Support Animal**

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

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

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

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

The owner may not leave an ESA overnight in student housing to be cared for by any individual other than the owner. The owner is responsible for ensuring that the ESA is contained, as appropriate, when the owner is not present during the day while

attending classes or other activities. The owner is responsible for ensuring that the ESA is contained, as appropriate, when environmental services staff is present in the residence. 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 advanced notice as possible prior to the desired move-in date so that the College can best accommodate the student and the animal.

- Students who wish to begin the ESA Request process, should contact the Accommodations Coordinator.
- The student will need to complete the "ESA for Student" form and submit it to the Accommodations Office. Failure to provide complete/accurate information may delay processing your request.
- A "ESA-Verification for Medical Providers" form must be completed and signed by a licensed health care provider attesting to the diagnosis and need for the ESA animal.
  - "ESA-Verification for Medical Providers" form must be submitted by the health care provider directly to the Accommodations Office.
  - "ESA-Verification for Medical Providers" forms will not be accepted from students.
- Additional documentation may be requested including, but not limited to: educational records; letters from educators; diagnostic reports; letters from health care providers; records of past accommodations; letters or records from local, state, or federal agencies; and/or VA records.

Once required documentation is received, the Accommodations Coordinator, on a case-by-case basis, will appoint a committee to review documentation, make a decision, and communicate with the appropriate members of the College community. The Ad Hoc ESA Request Committee will be comprised of at least five members; including Director of Library & Academic Support Services, the Residence Hall Coordinator and the Director of Facilities. The remaining members will be comprised of representatives from faculty, student support services, and administrative staff. The Accommodations Coordinator, the Vice President of Academic Affairs, and the Vice President of Operations & Student Affairs are prohibited from being a voting member of any Ad Hoc ESA Request Committee.

Additional documentation may be requested by the Ad Hoc ESA Request Committee during their deliberations (including, but not limited to: diagnostic reports; additional information from health care providers; records from the animal's veterinarian, records of past accommodations; letters or records from local, state, federal agencies, and/or VA records).

If approved, the Accommodations Coordinator will notify the standing members, Director of Library & Academic Support Services, the Residence Hall Coordinator and Director of Facilities. The Residence Hall Coordinator will contact the student for additional details

and, along with the student's other housing preferences and/or needs, make a Student Housing assignment.

If request is approved, the requesting student must complete the "Clarkson College Emotional Support Animal Student Housing Agreement" portion of the Emotional Support Animal Policy (SW-38) and all applicable ESA Process Paperwork (e.g. proof of vaccination and licensing, Roommate-Housing Agreement Form).

Prior to the approved ESA living on campus, the student must provide a copy of current pet vaccinations, and licensure to the Accommodations Coordinator.

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 an denjoy 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 of the College, 4) the presence of the animal fundamentally alters student housing policies, and/or 5) the presence would pose a direct threat to the health and safety of others or would cause property damage.

If the Ad Hoc ESA Request Committee denies the ESA request, the Accommodations Coordinator will communicate the rejection in writing to the student, outlining the Committee's reasons for denial.

The student may appeal this decision with the Accommodations Coordiator.

- The student must submit a Petition to Appeal ESA Request Decision form to the Accommodations Coordinator within 5 business days of receipt of the denail of ESA Request.
- Within 2 business days of receiving a Petition to Appeal, the Accommodations Coordinator will then forward the petition to the Accommodations Appeals Committee for review.
- The Accommodations Appeal Committee is an ad hoc committee consisting of the Program Director of the academic program the student is enrolled/intending to enroll in, the Vice President of Operations & Student Affairs, the Vice President of Academic Affairs, a faculty member representative, and a Student Support representative.
- Within 5 business days of receipt, the Accommodation Appeal Committee will convene to review the Petition to Appeal an ESA Request Decision.
- When a decision has been reached, the Accommodations Committee will complete the Petition to Appeal an ESA Request Decision Form and submit it to the Accommodations Coordinator. The Accommodation Coordinator will subsequently notify the student of the decision of the Accommodations Committee.
- The decision of the Accommodations Appeal Committee is final.

The Collge 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 extend 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 grievance procedures.

Emotional Support Animal Student Housing Agreement:

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

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

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

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

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

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

- **The right to inspect and review the student's education records within 45 days after the day the Clarkson College receives a request for access.** A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect.
- **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask to amend a record that they believe is inaccurate or misleading. Grades are not subject to challenge.
- **The right to consent to disclosures of personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the college.
- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Clarkson College to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

U.S. Department of Education

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

**Procedure:**

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

FERPA information will be emailed to students, staff and faculty at the beginning of each fall semester by the Registrar's office. For customers calling or stopping in at the main desk, calls will be transferred to the Registrar's Office. Without the students written permission, it is a violation of FERPA to release non-directory information over the phone to a third party unless the information requested is needed to help resolve an emergency situation.

**1. EMERGENCY SITUATION**

- a. With Buckley hold, Registrar's Office personnel will say that if (student's name) is at this institution we will get the message to them.
- b. Without a Buckley hold, Registrar's Office personnel will offer to locate person to personally get message to individual.

**2. NOT AN EMERGENCY SITUATION**

- a. With Buckley hold, Registrar's Office personnel will say I do not have a listing of this person-you cannot acknowledge they are here.

**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.

Clarkson College respects and supports the expression of different points of view by our faculty and staff members. Although, these viewpoints may not always be agreed upon by all parties, Clarkson College seeks to protect a faculty and staff member's freedom of expression.

While Clarkson College strives to preserve a faculty and staff member's freedom of expression, Clarkson College does not condone:

- Speech or expression which includes threats or pushes to commit an act of violence toward an individual or group.
- Speech or expression which includes speech which is harassing toward an individual or group.
- Speech or expression which is defamatory toward an individual or group.
- Speech or expression which tries to incite an illegal act.
- Speech or expression which can be deemed as hate speech.
- Speech or expression which would indicate the party is speaking or acting on behalf of the College, unless such permission was granted through the president of College, vice president of Operations, or other appropriate designated group.
- Any other form of speech or activity which may violate the rights of, pose a threat or cause harm to an individual or group.

Freedom of expression take on many different forms including but not limited to:

- Posting on a faculty or staff member's personal social media outlets (*OG-28 Social Media Policy*)
- Posting of signs or banners in visible individual workspaces (faculty and staff members should ensure banners, signs or pictures are properly secured and should contact the Facilities department for assistance)
- Wearing of clothing, face masks, earrings or other apparel provided it does not violate the dress guidelines outlined in *HR-9 Dress* (employees) or academic program handbooks
- Assembling, demonstration or speaking provided it does not interfere with the operations of the College
- Distribution of pamphlets or other materials provided it does not violate or conflict with *HR-33 Solicitations and Distributions*
- Political campaigning
- Any event or activity that does not violate or conflict with this policy

Anyone who feels their freedom of expression, as outlined in the policy, has been violated or anyone who feels they have been subject to an activity which violates this policy should ideally, individuals should first work to resolve the issue and then discuss with their supervisor or academic program director, if needed. If unresolved, the complaint is with the supervisor or academic program director, or circumstances warrant escalating directly to Human Resources, the faculty or staff member can file a complaint through Human Resources or speak with the Director of Human Resources.

**Procedure:**

The College reserves the right to place reasonable time, manner and place restrictions on some 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 an undergraduate (associate and bachelors) or graduate (masters and doctorate) level 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. Midterm grade reports will be available to students one week following midterm week.

## **Graduation Requirements (Policy AA-8)**

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

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

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

### **Procedure:**

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

1. No later than the 10th week of the fall or spring semester or
2. No later than the 4th week of the summer semester prior to the semester of graduation

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

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

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

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

## **Health and Safety Requirements (Policy SW-7)**

All Clarkson College students, at their own expense (non-refundable), may be required to complete certain health and safety requirements according to individual program needs. Students will not be allowed access to classes and/or attend clinical, per program specifications, when out of health and safety compliance. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Students will be provided specific instructions for their academic program health and safety requirements.

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

Health & Safety Information:

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

## **Identification Badge (Policy SS-10)**

An identification badge is issued to all Clarkson College students.

### **Procedure:**

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

There is a replacement charge for lost identification badges.

## **Incomplete Grades (Policy AA-10)**

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

### **Procedure:**

Assignment of an "I" is at the discretion of the course instructor and appropriate program 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 "I" during the semester 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 (Census Day), will be moved to the next semester graduation and will 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 timeframe designated by faculty or the "I" will convert to an "F" grade.

## **Independent Study (Policy AA-41)**

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

### **Procedure:**

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

## **Information Security Program (Policy IT-9)**

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

### **Procedure:**

#### **Designation of Representatives:**

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

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

#### **Covered Data and Information:**

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

Student Financial Information is defined as information that the College has obtained from a student in the process of offering a financial product or service, or such information provided to the College by another financial institution. Examples of offering a financial product or service include offering student loans to students, receiving income tax information from a student's parent when offering a financial aid package,

and other miscellaneous financial services as defined in 12 C.F.R 225.28. Examples of student financial information include bank and credit card account numbers, income and credit histories, and Social Security numbers.

### **Elements of the Program:**

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

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

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

2. **Design and Implement a Safeguards Program**

- a. Security Awareness Training
  - i. Clarkson College makes its policies outlining the safeguarding of information available to all faculty and staff members. Faculty and staff members are informed of the location of these policies upon employment and are educated to understand and adhere to them.
  - ii. Clarkson College faculty and staff members working in areas that interact with covered data and information are required to undergo security awareness training upon hire and annually thereafter to obtain and maintain access to information systems. Topics of the training may include proper security, handling, and disposal of “Sensitive Data” and “Restricted Data” in addition to, cyber security best practices and phishing/pretexting training.
  - iii. Security awareness training will be centrally provided to all Clarkson College employees (faculty, staff, administration, program directors, etc.).
  - iv. It is the responsibility of the manager to enforce that required training is completed.
- b. Information Systems and Information Processing and Disposal
  - i. Clarkson College will take reasonable and appropriate steps consistent with current technology developments to provide for the security, safety, and integrity of all covered data and information. NIST publication SP 800-171 will be used as a baseline to define gaps in security.

- ii. When commercially reasonable, encryption technology will be used for both storage and transmission of covered data and information.
    - iii. Upon disposal of hardware, a record providing proof of destruction will be kept on file for systems containing covered data and information.
  - c. Detecting, Preventing, and Responding to Threats
    - i. The program officer may designate representatives of the IT department to be responsible for the monitoring of threats, verification of system integrity, scanning of potential vulnerabilities, and remediation of risks.
- 3. Overseeing Service Providers**
  - a. Due to various constraints or specialized needs, outside service providers may be needed to provide resources the College determines not to provide on its own.
  - b. In choosing service providers, an evaluation will be completed as defined in the IT-12 Vendor Management policy to determine that the provider can meet the required safeguards for confidential financial information.
  - c. The appendix attached to this agreement outlines a model contract provision to be used with service providers whose base contracts do not meet minimum requirements as of July 1, 2017.
- 4. Evaluation and Adjustment to Program**
  - a. The Information Security Program will be subject to periodic review and adjustment. The most frequent reviews will occur between the Program officer and designated representatives in response to risk identification, new threats, changing technologies and compliance regulations.
  - b. The Program officer will designate a role or function that maintains a plan of action to address identified improvements based on the periodic reviews and track completion of activities designed to correct deficiencies and reduce or eliminate vulnerabilities. The plan will be reviewed by the Program officer and designated representatives to ensure progress is made to appropriately manage risk and improve the College information security posture.
  - c. The Information Security Program will be subject to annual policy review before Leadership Council. Covered items may include:
    - i. Review of compliance and operational imperatives
    - ii. Review of the Information Security Program
    - iii. Review of IT Risk Assessment
    - iv. Review of Service Provider controls
    - v. Review of Incident Response Plan
    - vi. Review of current compliance requirements and controls
    - vii. Vulnerability and Security Awareness Training results
    - viii. Recommendations for program changes
    - ix. Recommendations for budgetary adjustments

**Appendix:**

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

- Financial Aid: director of Financial Aid
- Registrar's office: registrar

- Enrollment and Advising: director of Enrollment and Advising
- Finance: Controller
- Human Resources: director of Human Resources
- Information Technology: director of College Technology Services
- Academics: vice president of Academic Affairs
- Professional Development: director of Professional Development
- Facilities: director of Facilities

## **International Admissions (Policy AD-2)**

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

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

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

### **International Transcripts:**

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

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

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

All research proposals submitted by faculty, staff members or students from within or outside Clarkson College that involve human subjects who are part of the Clarkson College community, must be reviewed and/or approved by the Clarkson College Institutional Review Board (IRB) prior to data collection.

**Procedure:**

In the conduct of cooperative research projects, each institution is responsible for safeguarding the rights and welfare of human subjects and for complying with this policy. All procedures related to the IRB application process and operation can be found on the Clarkson College IRB webpage (<https://www.clarksoncollege.edu/academics/institutional-review-board/index>).

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

**Interprofessional Education and Service Requirements (Policy AA-54)**

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

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

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

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

**Procedure:**

During the first semester, all incoming students will enroll in the IPE course and are expected to complete the first four (4) modules in that semester and the fifth (5) module before graduation. Tracking will be completed through Canvas and recorded in the

Registrar's office. The IPE program webpage is available to provide a list of IPE experiences and procedures on establishing an IPE experience. All IPE experiences must be pre-approved.

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

## **Computing Policy (Policy IT-2)**

The purpose of this Computing policy ("Policy") is to set forth guidelines so that members of our community may use the campus network and computing facilities in ways that are responsible and respectful of privacy.

This policy applies to all users of Clarkson College's ("College") information systems, including students, faculty and staff, and any others granted the use of college information systems and data. It applies to the use of all computing facilities owned, leased, operated, or contracted by the College. As used in this policy, terms such as "computing," "computing/information systems," "information resources," "devices", etc., refer to all computers, communication systems, and peripherals, internet of things, software, telephones, and systems with similar functions, which are owned or leased by the College, or which utilize College infrastructure such as telephone lines or computer networks.

Although this policy does not attempt to deal specifically with legal issues, college members are responsible to act in compliance with the law, including any federal, state, and local laws governing computer and telecommunications use, as well as all other applicable college policies.

### **Procedure:**

#### **Privileges and Responsibilities**

Every member of the Clarkson community who uses computing and related communications systems at the College, or systems that belong to the College or which rely on the College's infrastructure has the responsibilities described in this policy. This includes members of the Clarkson community who have restricted privileges, such as alumni who may have electronic mail access only. Individuals with personally owned devices, but who rely upon the colleges network to connect those devices are expected to abide by the policies set forth in this document. Personally owned devices operating independently or networked through a non-college connection are not covered under this policy.

Access to the College's information systems is contingent upon being a member of the College community and adhering to college and Information Technology policies, guidelines, and procedures, including this policy. Misuse may result in the loss of access and/or college disciplinary action. For some users and certain systems, access may be authorized by specific departments. In such cases, any department- or group-specific policies and guidelines must be adhered to when using resources provided by the department or group. This is in addition to college policies and Information Technology guidelines and procedures.



Any user who suspects a violation of the college's Information Systems use policies, or who has knowledge of potential vulnerabilities or security loopholes in a system or network at the College, should immediately notify the Information Security Team at infosec@clarksoncollege.edu.

### **Maintain the Security and Confidentiality of your Account**

Users assume personal responsibility for the actions associated with their computer accounts. This responsibility begins with selecting a secure password and involves maintaining the confidentiality of that password and changing the password regularly and/or enabling multi-factor authentication in order to assure the continued security of your account. For guidance in selecting a secure password and/or enabling multi-factor authentication, please contact the IT Help Desk. If you believe that someone has made unauthorized use of your account, you should change your password immediately and report the incident to the IT Help Desk. No employee may disclose his/her login IDs and passwords to anyone, including other College employees, without proper authorization.

### **Software Installation and Use**

Software is only permitted to be installed on Clarkson College equipment by authorized personnel once reviewed and approved by the Information Technology department.

Employees shall use computer software only in accordance with applicable licensing agreements. No employee may copy or attempt to copy copyrighted software, run or attempt to run illegally copied software (either at the College or by means of College resources), or in any other way violate license agreements into which the College has entered.”

### **Respect for Others' Property and Privacy Rights**

Users are responsible to respect copyright agreements and intellectual property ownership. Any material that is the work of another, whether explicitly copyrighted or not, should not be distributed by any user without appropriate acknowledgement and/or permission of the creator. Unless permission has been granted by the owner of copyright protected materials, distribution of copyright protected material via the college network or information systems is prohibited. See policy IT-4 Copyright for more information.

### **Improper/Illegal Communications**

Any communications that would be improper or illegal on any other medium are equally so on information systems: libelous material, obscene messages, harassment, forgery, threats, etc. However, this is not intended to restrict the free expression of ideas. Communication conducted in accordance with the college OG-22 Freedom of Expression will not be considered a violation of this policy.

### **Risks of Data Loss and Data Persistence**

Although the college will make efforts to secure the network and college-controlled servers from abuse and damage, it cannot guarantee against data loss by a student, faculty or staff member, either on a college-operated or an individually owned device.

### **Personal Use**

While the college makes information systems available primarily to achieve its goals of academic advancement and for administrative activities, it realizes the need to encourage the personal use of computing for the convenience of the campus community. Thus, it is reasonable to allow the use of information systems for activities that can facilitate convenience or enhance productivity, to the extent that the activity is within the limits described by Information Technology's Policies. Any personal use of Information Systems related to operating a personal business or commercial enterprise is prohibited unless permission to do so has been specifically granted by the Vice President of Technology Services, Digital Transformation.

We reserve the right to restrict personal use of college systems and networks by an individual or by the community at large, if the use of resources for such activities becomes excessive.

### **Privacy**

The user must presume that the contents of any other users' directory are private unless expressly designated otherwise, just as one would presume that the contents of someone's apartment or office are private. An unprotected account or shared device are not considered to be public unless the name or service expressly indicates that it is. In such cases, any files or other data which would appear to be private in nature, by virtue of the file name or data stored, even if "publicly accessible" should be considered to be private. The user accessing such files has a responsibility to ask the owner of the files or service if the files are intended to be publicly accessible before the user does more than a " cursory glance" sufficient to cause the question.

A user can explicitly grant access to his or her directories, files. However, users who issue general or vague invitations to browse through their files incur a special obligation to protect any material that they do not wish others to see. Indeed, all users are urged to maintain protection levels on their files consistent with the access they are actually willing to give to other users.

All data stored on Clarkson College systems and servers for the purpose of conducting operations is considered property of Clarkson College.

College IT systems and resources may be subject to monitoring at any time, with or without notice, to verify that College property is being used in a manner consistent with all College policies.

### **Access to User Data**

Electronic data on a user's account, whether stored on a computer in the user's office/ room or elsewhere under the proprietary control of that user, may not be examined without the user's consent, except in cases of emergency or security, in response to a valid subpoena, search warrant, order of a court, Information Security, or by specific request by the employees' supervisor for the purpose of accessing work-related electronic data. Posting of data by a user on platforms available to the public or to users of the college shall be understood to imply consent, and electronic access given to specific parties by the user will likewise imply consent for those parties to access permitted data. Emergencies may include, for example, but are not limited to, the death, incapacity or disappearance of the user, or the search for and examination of files used for apparently malicious activity in an account which endangers the integrity

of information systems, the network, or other aspects of the college's computing infrastructure.

Only specifically designated individuals are permitted to determine what passes for an "emergency." Such individuals may be specifically designated or may be designated by job position/description for employees. For students the Vice President of Academic Affairs will be the designated to determine what is defined as an "emergency" aside for what was stated above.

Whenever possible and legally permissible, notification must be given to the user whose data are subject to subpoena, search warrant, or order of court prior to compliance therewith. Any intrusion by an employee of the College into a user's electronic data must be reported to the user as soon as possible, and within five days of the event via electronic mail unless prohibited by order of court, or due to a continuance of an ongoing investigation by the College. Violation of any aspect of this policy is a sanctionable offense.

In cases where a staff member believes that electronic data in their account has been inappropriately accessed by another staff member, the incident should be reported to Human Resources. For students, it should be reported to the Vice President of Academic Affairs.

**Note:** Removable media such in a faculty or staff office, or in a residence hall suite are not subject to search by Information Technology, though Information Technology will assist authorized law enforcement agencies or authorities to read data after they are obtained, at the agencies' or authorities' request.

### **Protecting Confidential Information**

Users who maintain confidential information, such as records relating to employees or students, are responsible for following privacy-related policies, laws, and data use agreements.

### **Protecting Personal Information**

As is described throughout this policy, data transmitted across the college's network or stored on college systems may be accessed by others as a result of misuse by an individual, as an incidental result of the routine operation of the network and systems, or in response to a court subpoena or college investigation into suspected or alleged misuse. While complete privacy of personal data may not be possible, users who wish to ensure a higher degree of privacy for their data are encouraged to use encryption, PGP security, or other techniques to reduce the risk that others may access their data.

### **Misuse and Inappropriate Behavior**

The following activities are expressly prohibited at Clarkson College:

Using a computer system without proper authorization granted through a college official. Some activities such as "port scanning" are not expressly prohibited. However, if the target of such scanning requests that an individual or system stop performing such actions, the person or system performing the scans must stop scanning the target machine and/or networks unless the scans are being carried out by a privileged user who has the authority and responsibility over the machine(s) being scanned or for the network being used.

Concealing your identity, or assuming the identity of another (e.g., by sending forged electronic mail). Note that some forms of electronic communication, such as browsing Web pages, passively “identify” users. Keeping your identity private either by not setting an identity in your browser or by using a Web-anonymizer in order to protect yourself from being put onto mailing lists is not a violation of this policy.

Sharing your account with the specific exception of staff or faculty members allowing their administrative support personnel to access their accounts in order to provide services appropriate to their job functions. Note that individual account password sharing is explicitly forbidden.

Using another person’s computer account, user id, files, or data without appropriate permission, as described in the previous bullet (e.g., using an account found “logged in”).

Deleting or tampering with another user’s files or with information stored by another user on any information-bearing medium (disk, tape, memory, etc.). Even if the user’s files are unprotected, apart from files obviously intended for public reading, such as Web pages, it is improper for another user to read them unless the owner has given permission (e.g., in an announcement in class).

Attempting to “crack” or guess other users’ passwords. Privileged Users or those specifically designated by the administrator or owner of a system may attempt to crack passwords in order to test and enhance the security of the system. In cases where an individual or department “owns” machines which use password files controlled by another organization (e.g., Information security course machines or their like), the owner may not attempt to crack passwords without explicit permission by the owners of the password database.

Obtaining passwords by other means, such as password capturing, phishing, and key logging programs.

Attempting to circumvent system security (e.g., breaking into a system or using programs to obtain “root” or “administrative” access), without the explicit permission of the owner of that system.

Denying permitted and appropriate access to resources to other users (e.g., Denial of service attacks.).

Releasing malicious code, malware, etc., that disrupt other users, damage software, or hardware, disrupt network performance, or replicate themselves for malicious purpose.

Sending commercial solicitations via electronic means (i.e., spamming) to individuals, or to newsgroups or mailing lists where such advertising is not part of the purpose of the group or list.

Any “mass mailing” which is solicitous in nature, unless the mailing is in the conduct of college business.

Reselling of services based on the college network, such as web hosting, mailing services or the selling of shell accounts.

Running a proxy server which results in inappropriate or unauthorized access to college materials to non-college members.

Advertising commercial businesses or ventures on Web pages hosted by Clarkson, unless prior authorization has been granted.

Using mail messages to harass or intimidate another person (such as by repeatedly sending unwanted mail or broadcasting unsolicited mail).

Violations of any local, state, or federal laws, such as the distribution of copyright-protected materials (e.g., the distribution of commercial software, music, or films in electronic format without appropriate permissions by the owner, even if the user distributing the materials notifies others of their copyright status).

Tampering with, willful destruction of or theft of any computer equipment, whether it belongs to the college or to an individual. Tampering includes any deliberate effort to degrade or halt a system, or to compromise the system/network performance. Willful destruction includes any deliberate disabling or damaging of computer systems, peripheral equipment such as scanners or printers, or other facilities or equipment including the network, and any deliberate destruction or impairment of software or other users' files or data.

The unauthorized removal of college's or another's computing equipment, which constitutes theft.

This list should not be considered to be complete or exhaustive. It should, however, serve as a set of examples of obviously inappropriate behaviors. If you are in doubt about the appropriateness of something that you want to do, contact the IT Help Desk and ask first.

### **Enforcement**

Inappropriate behavior in the use of computers is punishable under the information security policies and regulations regarding faculty, staff, and students. The offenses mentioned in this policy range from relatively minor to extremely serious, though even a minor offense may be treated severely if it is repeated or malicious. Certain offenses may also be subject to prosecution under federal, state, or local laws.

Appropriate disciplinary action depends not only on the nature of the offense, but also on the intent and previous history of the offender. The range of possible penalties includes reprimands, loss of computing privileges, course failures for students, disciplinary probation, suspension or dismissal from the college and/or criminal prosecution.

Offenses that are minor or appear to be accidental in nature are often handled in a very informal manner such as through electronic mail. More serious offenses involve formal procedures pursued through the Vice President of Academic Affairs for students, Human Resources and/or the respective Vice President for staff and faculty.

### **Restrictions of Privileges During Investigations**

During the course of an investigation of alleged inappropriate or unauthorized use, it may be necessary to temporarily suspend a user's network or computing privileges, but only after determining there is at least a prima facie case against the individual, as well as a risk to the college or its information resources if privileges are not revoked. In these cases, it is important to recognize that the restriction of network or computing privileges is intended to protect the system rather than to punish the individual. For example, if a computer account has been used to launch an attack on another system, that account will be rendered inactive until the investigation and/or response effort is complete. This is a necessary action taken to prevent further misuse and does not presume that the account holder initiated the misuse. Unsubstantiated reports of abuse will not result in the suspension of accounts or network access unless sufficient evidence is provided to show that inappropriate activity occurred. For example, if someone reports that their computer was "attacked" by a Clarkson system, the burden will be upon the complainant to provide sufficient data logs or other evidence to show that the incident did, indeed at least appear to be an attack.

### **Adverse Impact on Shared Systems**

The college reserves the right to discontinue communication with external systems that are known to harbor malicious actors and/or content (e.g., spammers, account crackers, and phishing sites) even though this may restrict certain acceptable communications. When deemed necessary, this action will be taken to protect the security and safety of our systems. Similarly, there may be cases where a particular service or activity on a given college system will, by the very nature of its legitimate operation, tend to generate attacks from other Internet sites. If these attacks are frequent and severe enough to cause service interruptions for larger parts of the campus community, it may be necessary to temporarily or permanently remove these systems from the campus network. In cases where such an action is deemed necessary, network administrators will work with the maintainers of the system to identify alternative methods of network access. In cases where the college restricts access to external sites or removes network access for internal sites, the purpose of the action is to maintain the security and reliability of the computer systems and networks rather than to punish an individual or a site, or to restrict the free expression of ideas.

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

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

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

#### **Procedure:**

The school must demonstrate the student has remained in academic attendance through a specified point in time. Clarkson College is classified as an institution that requires attendance to be taken throughout the semester. The last date of attendance is used as the withdrawal date. The Financial Aid office must be notified

within fourteen (14) days of the date of last attendance and federal funds must be returned within (45) days after the last date of attendance.

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

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

- “Academic attendance” and “attendance at an academically-related activity” include, but are not limited, to physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters  
Initiating contact with a faculty member to ask a question about the academic subject studied in the course

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

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

## **STUDENT NON-ATTENDANCE REPORTING PROCEDURES**

1. Faculty are expected to inform students in writing of Clarkson College attendance policies in all their course syllabi.
2. Each faculty member must take daily/weekly attendance in all theory, lab, clinical and online class sessions.
3. Faculty are expected to report, within two (2) working days of the last class missed, the names of students who have failed to complete academically related activities, and:
  - a. have **two (2)** or more consecutive **unexcused** absences in a semester to the Registrar's office, using the forms designated for reporting non-attendance
  - b. have **three (3)** or more consecutive **excused** absences in a semester to the Registrar's office, using the forms designated for reporting non-attendance

- c. have **three (3)** or more consecutive absences in **combination** of excused or unexcused in a semester to the Registrar's office, using the forms designated for reporting non-attendance
4. Faculty submits the names of students with absences, as above, throughout the semester to the Registrar's office.
5. The Registrar's office sends a non-attendance letter to the student indicating awareness of the specific classes missed and communicates the potential consequences. The student will be advised to contact the faculty member immediately to regain continuity of class requirements. Failure to do so may result in course failure and possible administrative withdrawal/dismissal from the program.
6. Copies of the non-attendance letter and the non-attendance form are routed to the instructor, program director, academic advisor and Student Financial Aid office.
7. The Registrar's office tracks non-attendance in PowerCAMPUS on the "Attendance" tab, listing year, term, course and last date of attendance.
8. The program director will attempt to email or call the student after the non-attendance letter from the Registrar has been received. If no communication is returned, a follow up phone call to the student's emergency contact may be completed, for the wellbeing of the student. No academic information will be shared with the contact outside of FERPA guidelines.

## **Law Enforcement on Campus (Policy SW-33)**

Campus security is coordinated by the University of Nebraska Medical Center (UNMC) Public Safety Department.

### **Procedures**

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

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

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

## **Leave of Absence (Policy AA-30)**

A Leave of Absence (LOA) is a break from Clarkson College for a specified period of time. Permission for an active student to have a LOA requires the approval of the student's advisor or program director, along with the reason for the request on the



Change of Registration form. Leaves are granted for a minimum of one (1) semester and a maximum of three (3) consecutive semesters. Any student on a LOA who does not register in any classes after the time they have indicated or within three (3) consecutive semesters will be automatically withdrawn from the College and are then subject to the Readmission policy (AD-10).

### **Active Duty Service Member or Spouse**

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

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

### **Procedure:**

1. An LOA must be completed on the electronic Change of Registration form.
  - a. Any student who has been placed on a leave that has not returned communication with their program director/advisor will only be allowed to do so for one (1) semester.
  - b. An LOA will be granted for active duty service member or spouse for the periods of active duty. Voluntary active duty or training would not be granted the extended LOA.
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 Student Financial Services Office for further contact with the student.

## Letter Grades and Quality Points (Policy AA-6)

Clarkson College faculty may assign grades from the following:

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

### Procedure:

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

## Liability Insurance (Policy SW-12)

Clarkson College students enrolled in both credit and Professional Development courses are covered by the College 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 (unless the student is employed by the certificate holder, Nebraska Medicine). It is a blanket liability insurance so there are no individual applications or individual policies. Clarkson College also recommends any licensed student employed in the health care field carry their own professional liability insurance.

\*EXCEPTIONS: SRNA students are individually scheduled on the blanket 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 Strategic Communications 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, faculty and staff members.

### **Procedures:**

1. Initial contact made to news media
  - a. The director of Strategic Communications or designated staff will initiate all contact with the news media.
  - b. College faculty and staff members with story ideas should relay those ideas to the director of Strategic Communications.
    - 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 faculty and staff members of Clarkson College should be referred to the director of Strategic Communications.
  - 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 faculty, staff members and/or students of Clarkson College should be coordinated through the Strategic Communications department. Faculty, staff members 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 Strategic Communications department and will be filed by that office accordingly.
4. Media Visits
  - a. The director of Strategic Communications 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 Strategic Communications department.
  - c. The director of Strategic Communications should notify Public Safety of planned news media visits during non-business hours, with instructions regarding the visit.

## **Missing Student (Policy SW-34)**

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

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

### **Procedures:**

#### **Designation of Emergency Contact Information**

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

#### **Official Notification Procedures for Missing Persons**

- Any individual on campus who has information that a student residing in campus housing may be a missing person must notify UNMC Public Safety as soon as possible.
- UNMC Public Safety will gather information about the student in question from the reporting person and from the student's acquaintances (description, clothes last worn, where student might be, who the student might be with, vehicle description, information about the physical and mental well-being of the student, an up-to-date photograph, class schedule, etc.). Appropriate campus staff will be notified to aid in the search for the student.
- If the above actions are unsuccessful in locating the student within 24 hours of the report or it is apparent immediately that the student is a missing person (e.g., witnessed abduction), UNMC Public Safety will contact the Omaha Police Department to report the student as a missing person and the local law enforcement agency will take over the investigation.
- No later than 24 hours after determining that a residential student is missing, UNMC Public Safety will notify the emergency contact that the student is believed to be missing.

- If the missing student is under 19 years of age and is not emancipated, the student's custodial parent or guardian or other designated contact person will be notified within 24 hours of determining the student is missing.

### **Campus Communications about Missing Students**

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

### **Non-Smoking (Policy SW-16)**

Smoking and other use of tobacco products is not permitted on the Clarkson College campus. This encompasses property that is owned, leased or controlled by Clarkson College including sidewalks, parking lots, parking garages, campus vehicles and green space that borders campus properties.

Procedure:

Tobacco restrictions include, but are not limited to, all tobacco products used in the form of cigarettes, pipes, cigars, and other substitute items, such as clove cigarettes and electronic/Vape cigarettes. The use of FDA-approved nicotine replacement products is permitted.

Faculty may implement additional restrictions for their individual classrooms at their discretion.

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

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs.

- Title IVV: Prohibits discrimination by recipients of federal funds on the basis of race, color, and national origin.
- Title IX: Prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial assistance.

Questions regarding Title IX, sexual misconduct, or discrimination based on sex, may be referred to the Title IX Coordinator or to the Office of Civil Rights (OCR). The Director of Research and Compliance, serves as the Title IX Coordinator.

The Title IX Coordinator can be contacted at [titleixcoordinator@clarksoncollege.edu](mailto:titleixcoordinator@clarksoncollege.edu).

Questions regarding other types of discrimination that fall under Title VII may be referred to the Vice President of Operations and Student Affairs, Jina Paul at [pauljina@clarksoncollege.edu](mailto:pauljina@clarksoncollege.edu) or to the Office of Civil Rights.

The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is [OCR@ed.gov](mailto:OCR@ed.gov).

Questions regarding accommodations for student disabilities should be directed to the Academic Compliance Office, 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 Learning Management System (LMS), and required to be on campus for other portions of the course. A hybrid course will take at least the same amount of time as a traditional or online course. Support services are provided to ensure online and hybrid education students have similar access to the educational resources available on campus.

## **Student Petition for Reconsideration (Policy SW-22)**

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

Clarkson College complies with all applicable federal, state and local laws relating to discrimination, which pertain to its students and prospective students. This includes such laws as Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1972 and The Americans with Disabilities Act. The College prohibits retaliation against a complainant or other person(s) who participate(s) in Grievance proceedings or Petitions for Reconsideration. Complaints of discrimination on the basis of sex may be filed with the U.S. Department of Education. Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816.268.0550.

### **Petition Procedure:**

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

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

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

Step 4: The Registrar's office will notify, the petitioner of the decision via their Clarkson College email, and will also send notification to all involved parties within five (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 five (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 of Academic Affairs through the appropriate 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 program director to initiate a course offering.

## **Privacy (Policy IT-3)**

Clarkson College values individual privacy and understands the importance of privacy when collecting, using, storing or transmitting personal information provided by individuals. The 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. The 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 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. The College recognizes the reasonable privacy expectations of its faculty, 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 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 the College.

#### **a. Academic and Administrative Information**



- i. It is the policy of the College to collect only the PII that is required to provide academic and administrative services to employees, affiliates and students. 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 College information systems. The 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, the College may collect information from and about users to synchronize systems or update the experience between the user and the College. Pre this policy, the College will not sell, trade or share the information collected. 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 websites owned by the 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), the 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, or other "Sensitive" or "Restricted" data, that particular department or individual is responsible for ensuring that the contract outlines adequate and appropriate safeguards and the contractual provisions required by the IT-9 Information Security Program relating to the collection, access, use, dissemination, and/or storage of this PII before entering the contract. Moreover, before a department or individual enters into a contract that involves the use of PII, that department or individual must (1) notify and consult every other unit or department across the college involved, either directly or indirectly, about the necessity for PII in the performance of the contract, (2) seek Executive Leadership Team (ELT) approval as defined in IT-10 Data Classification and Protection, and

(3) seek approval from the Director, College Technology Services. The applicable safeguards shall be documented in writing in an appropriate manner to ensure compliance.

## **Program Completion (Policy AA-17)**

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

### **Procedure:**

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

## **Progression (Policy AA-2)**

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

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

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

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

### **Procedure:**

#### **Undergraduate Certificate Options and Associate of Science Degree Options with the exception of Health Information Technology**

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

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

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

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

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

### **Associate of Science in Health Information Technology (HIT), Bachelor of Science & Post-Baccalaureate Degree Options**

Students enrolled in Associate of Science in HIT, Bachelor of Science and Post Baccalaureate degree options 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. The College prohibits retaliation against a complainant or other persons who participate in the public complaint. Clarkson College student, faculty or staff member 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 the Strategic Communications department 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 vice president of Academic Affairs (VPAA) and vice president of Operations (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 VPO office.

### **Procedure for Complaints to Third Parties**

Complaints made by students or the public to third parties (e.g., governor's office, congressional office, Nebraska college system, accrediting bodies, etc.) will be addressed using the procedures set forth by the third party.

## **Readmission (Policy AD-10)**

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

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

### **Readmission Policy for Military Servicemembers Only**

Clarkson College acknowledges that students may be temporarily unable to attend classes or be required to suspend their studies in order to perform military service. Clarkson College encourages such students to resume their education once a military service obligation has ended and adopts this policy to ensure the timely readmission of such students.

In accordance with federal regulations, 34 C.F.R. § 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Clarkson College will promptly readmit servicemembers who seek readmission to a program that was interrupted due to a uniformed service obligation.

#### **Procedure:**

Students changing programs at Clarkson College must reapply. The current admission requirements and application deadlines must be met for readmission. The degree requirements of the current catalog will be utilized.

### **Readmission Procedure for Military Servicemembers Only**

1. This policy shall apply to:
  - a. Servicemembers who are unable to attend classes for more than 30 consecutive days: and
  - b. Servicemembers who are unable to attend classes for less than 30 days when such an absence would result in a withdrawal from the university.

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

2. A student must provide written notice of a uniformed service obligation to the students' Academic Advisor and the schools VA Certifying Official, as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the college.

The student must also give written notice of his/her intent to return to Clarkson College within three years after the completion of the period of service. Immediately

upon the student's return to school, the student must provide notice that he/she may be entitled to the tuition and enrollment benefits outlined in this policy. The returning student may be required to provide supporting documentation.

Notification under this section must be provided, by the student, to Enrollment and Advising, Office of the Registrar and the schools VA Certifying Official.

3. A returning student must be charged the same tuition and fees in effect during the last academic year the student attended unless veterans' education benefits or other servicemember education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees in excess of what other students in the program are charged.
4. A returning student will be permitted to reenroll in the next class(es) scheduled in the same academic program unless the student requests a later date of reenrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. If the exact program no longer exists, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status, number of completed credit hours, and academic standing as the last academic year of attendance.

If Clarkson College determines that a returning student is not prepared to resume the program or is unable to complete the program, Clarkson College must make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the college, Clarkson College is not required to readmit the student.

In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy. However, servicemembers who receive dishonorable or bad conduct discharge may remain eligible for readmission even though they will not be entitled to the benefits outlined in this policy.

## **Registration/Add a Course (Policy AA-32)**

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

### **Procedure:**

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

## **Reporting Criminal Offenses (Policy SW-36)**

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

### **Procedure:**

UNMC Security

- 4215 Emile Street Omaha, NE 68198
- 402.559.5111 (non-emergency line)
- 402.559.5555 (emergency line)

All other emergencies can be directed to 911.

## **Credit Hour Residency Requirement (Policy AA-28)**

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

### **Procedure:**

#### **Associate Degree**

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

#### **Bachelor Degree**

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

#### **Undergraduate Certificate**

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

#### **Graduate Degrees and Certificates**

At the discretion of the Program Director, through the Student Petition for Reconsideration Policy SW-22, up to (9) credit hours of coursework may be transferred into Clarkson College toward completion of a Graduate Degree (Masters or Doctorate. Dissertation or Scholarly Project courses are not eligible to be transferred.

## **Records Retention (Policy OG-2)**

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

records of the College. This policy applies to all faculty and staff members of Clarkson College, hereinafter called the "College."

### **Definitions**

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

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

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

### **Procedure:**

#### **1. General Principles and Responsibilities**

- a. All faculty and staff of the College are responsible for ensuring that all records are created, used, maintained, preserved, and disposed of in accordance with this policy. Electronic and computer records are to be managed consistent with the requirements for traditional records in compliance with this policy.
- b. All records that are essential to the continued functioning or operations of the College during and after an emergency shall be retained and protected to ensure the continued operations of the College in the event of a natural or man-made disaster.



- c. Records containing confidential and proprietary information shall be securely maintained, controlled, and protected to prevent unauthorized access.
- d. The unauthorized use, removal, or destruction of records of the College is prohibited.
- e. No record or document may be falsified or inappropriately altered in any manner.
- f. Information pertaining to the unauthorized use, removal, or destruction of College records or regarding falsifying or inappropriately altering information in a record or document should be reported to the Controller.

## **2. Maintenance of College Records**

- a. All records shall be maintained and retained in accordance with federal and state laws and regulations, the requirements of accrediting and other external agencies, and the Records Retention Schedule herein (Attachment 1), and any subsequent amendments to such schedule.
- b. All records shall be retained in a readable format regardless of changes in technology or equipment obsolescence. Printing out the documents and saving to a file system, maintaining the old equipment and software applications, or converting the records to new technology may meet this requirement.
- c. Electronic mail (email) communications, messages and documents transmitted by e-mail are subject to this policy, if otherwise in a paper format, and due to its contents they relate to duties and responsibilities for or on behalf of the College or in the transaction of College business. Such email communications thereby must be retained consistent with the Record Retention Schedule in Attachment 1. Each email user is responsible for sorting out messages subject to this policy and for the retention of such College records in compliance with the Records Retention Schedule in Attachment 1. The originator/sender of the email message (or the recipient of a message if the sender is outside the College) is the person responsible for retaining the message. Email messages may be retained in electronic form in the mailbox for a period not to exceed ninety (90) days from its receipt or be printed and filed along with other documents related to the same topic or project. Users may delete email messages that they are not required by this policy to retain (such as non-record messages and transitory messages) and messages that are being retained in printed form.
- d. Each department director shall serve as the Records Coordinator for their respective area. Each Records Coordinator shall be responsible for implementing and maintaining the records management program within their area consistent with this policy. Each Records Coordinator shall serve as a resource to answer questions regarding the retention and disposal of College records and provide training and guidance for all staff responsible for the execution of record retention and disposal procedures.
- e. Each Records Coordinator shall prepare a listing of major records used and maintained by the department and shall compare it to the records listed in the Record Retention Schedule in Attachment 1. Any records not covered by the Record Retention Schedule under this policy shall be identified and submitted by the Records Coordinator in writing, together with the recommended

retention for the prior approval, of the Records Retention Committee as provided below.

- f. Each department head shall periodically, but not less than annually, review with the designated Records Coordinator currently used records to determine whether these records are adequate and appropriate for each department's requirements.
- g. Each department director shall periodically, but not less than annually, review with the designated Records Coordinator the Record Retention Schedule in Attachment 1, to determine any special circumstances that necessitate changes in the retention periods. Requests for changes in retention periods or deviations from specified retention periods are to be submitted in writing to the Record Retention Committee and may be implemented only after its approval.
- h. All proposed changes, additions, or revisions to the Record Retention Schedule in Attachment 1 shall be submitted in writing to the Record Retention Committee for its initial review and approval. The Record Retention Committee, in consultation with the College's Executive Leadership Team, shall research the legal, fiscal, administrative, and historical value of the records to determine the appropriate length of time the records will be retained. All approved changes will be incorporated into the Records Retention Schedule in Attachment 1 and distributed to the designated Records Coordinators.

### **3. Disposal of Records**

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

### **4. The Records Retention Committee**

- a. The Records Retention Committee is established to review and approve any proposed revisions, addition and changes to the Record Retention Schedule in Attachment 1.
- b. The Committee shall consist of the vice president of Academic Affairs, vice president of Operations, controller, registrar, Human Resources director and other representatives as appropriate.
- c. The Committee will meet annually, at a minimum.

## **Right of Students with Disabilities (Policy SW-2)**

The Americans with Disabilities Act of 1990 (ADA) as amended (2008) defines a person with a disability as any individual who (1) has a physical or mental impairment that

substantially limits one or more life activities, (2) has a record of such an impairment; or (3) is perceived as having an impairment. Section 504 of the Rehabilitation Act of 1973 states that no “otherwise qualified person” with a disability can be excluded from, denied the benefits of or be subjected to discrimination under any program or activity within an institution that receives Federal financial aid. Collectively, these federal statutes require institutions of higher education to provide equal access to educational opportunities to otherwise qualified individuals with disabilities provided that such accommodations do not: 1) fundamentally alter the nature or operation of College 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.

Types of Accommodations (including, but not limited to):

#### 1. Academic

- a. Exam accommodations. Examples of exam accommodations are below.

1.
  - Extended time
  - Reduced distraction
  - Fidget device
- b. Notetaking services
- c. Recording of lectures
- d. Access to lecture slides
- e. Printed materials in alternate formats
- f. Assistive technology
- g. Sign language interpreting
- h. CART/Transcription
- i. Pregnancy accommodations (Title IX)

#### 2. Clinical

- a. Altered schedule for a clinical clerkship
- b. Preferential location of clerkship
- c. Preferential order of clerkship rotation
- d. Modified attendance
- e. Modified attendance requirements. Examples of potential modified attendance accommodations are below:
  - Leave from overnight shifts
  - Release from clinic to attend necessary appointments related to disability

- f. Use of assistive technology in clinic
- g. Use of assistive technology in clinic/lab settings. Examples of available assistive technologies are listed below.
  - Speech-to-text software (e.g. CART)
  - Text enlargement
  - Alternate format of text
  - Screen readers
  - Amplification of device/FM system
- h. Sign language interpreting
- i. Rest breaks to stand up and stretch
- j. Adaptive furniture

## 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 402.552.2777.
2. Upon receipt of the student's request, the Accommodations coordinator will contact the student to obtain a signed student release of information form and an accommodations letter from the student's licensed health care provider. The following guidelines for documentation are suggested to provide adequate information to the Accommodations Coordinator for determination of appropriate accommodation services:
  - a. Evidence that the evaluator has appropriate credentials, training, relevant experience, and no personal relationship to the individual being evaluated.
  - b. A clear current diagnostic statement identifying the disability.
  - c. A description of the diagnostic methodology used such as procedures, tests and dates of administration that should include a clinical narrative, observation, or 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 obligations to adopt recommendations made by outlying parties although they will be considered in determining accommodations.
3. Additional documentation may be requested including, but not limited to: educational records; letters from educators; diagnostic reports; letters from health care providers; records of past accommodations; letters or records from local, state, or federal agencies, and/or VA records.
4. Once adequate documentation is received for academic accommodations, the Accommodations coordinator will determine if the student is eligible for academic 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. Once adequate documentation is received for clinical accommodations, the Accommodations Coordinator will consult with the Program Director and/or the faculty member for the course the student is enrolled/intending to enroll in to determine if there is any question as to whether the accommodation may pose a direct threat to the health and safety of others. Available clinical accommodations may vary based on the relevant program and/or course.
  6. The Accommodations Coordinator will communicate to the student whether he/she has been deemed eligible for accommodations, and if so, what accommodations are approved.
    - a. If the student has been deemed eligible for academic accommodations, the Accommodations Coordinator will schedule an appointment with the student to review the Statement of Eligibility ("SOE") to ensure the student understands both the faculty and student responsibilities related to the student's accommodations. The student will sign and return the forms to the Accommodations Coordinator. The Accommodations Coordinator will sign the SOE. If the student has been deemed eligible for clinical accommodations, the student will work with the Program Director and/or the faculty member for the course to coordinate with the clinical site regarding the approved accommodations.
    - b. If the Accommodations Coordinator deems the student ineligible, he or she will communicate the rejection in writing to the student.
    - c. The student may appeal this decision with the Accommodations Coordinator.
      - i. The student must submit a Petition to Appeal an Accommodations Decision Form to the Accommodations Coordinator within 5 business days of receipt of the denial of Accommodations.
      - ii. Within 2 business days, the Accommodations Coordinator will forward the petition to the Accommodations Committee for review.
      - iii. The Accommodations Committee is an ad hoc committee consisting of the Program Director of the academic program the student is enrolled/intending to enroll in, the Vice President of Operations & Student Affairs, the Vice President of Academic Affairs, and a Student Support representative.
      - iv. Within 5 business days, the Accommodations Committee will convene to review the Petition to Appeal an Accommodations Decision.
      - v. When a decision has been reached, the Accommodations Committee will complete the Petition to Appeal an Accommodations Decision Form and submit it to the Accommodations Coordinator.
      - vi. The Accommodations Coordinator will subsequently notify the student of the decision of the Accommodations Committee, which is final.
  7. Upon registration of classes each semester, the Accommodations Coordinator will email the student's approved accommodations (SOE) letter to the student and the Testing Center (if applicable). The student will be responsible to present the SOE letter to their appropriate faculty no later than the first week 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 student within two business days after receipt of the student's signed SOE and Release of Information.

8. It is the student's responsibility to initiate communication with his/her faculty regarding accommodations in the classroom.
9. If there are approved accommodations that may require additional academic preparation (e.g. captioning), the student will notify appropriate faculty in a timely manner to allow adequate time for said preparation.
10. It is the student's responsibility to respond to email communication from the Accommodations Coordinator regarding the continuation of their accommodations each semester.
11. It is the student's responsibility to communicate with the Accommodations Coordinator 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, faculty and staff members 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 University of Nebraska Medical (UNMC) Public Safety. Students are encouraged to sign up for our E2 Campus Alert Notification System and given the opportunity to sign up during orientation.
- UNMC Public Safety meets with residential students at the beginning of each semester to discuss personal safety and explain Residence Hall safety.
- Every September during Campus Safety Week, information is sent to the entire college community regarding personal safety, as well as links to safety videos. This information is sent in conjunction with the Annual Safety and Security Report and Annual Fire Safety Report.
- The Clarkson College Behavioral Intervention Team (BIT) offers a prevention program to employees and students, online education modules to employees and students, and bystander intervention/engagement training for employees.
- The Student Support Team provides online information, printed materials, posters, as well as alcohol education programs throughout the year.

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

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

## **Service Animal (Policy SW-39)**

It is the policy of Clarkson College ("College") to afford individuals with disabilities, who require the assistance of a service animal, with equal opportunity to access 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 current city, county and state ordinances, laws, and regulations pertaining to licensing, vaccination, and other requirements for animals. It is the owner’s responsibility to know and understand these ordinances, laws and regulations. The College has a right to require documentation of compliance with such ordinances, laws, and regulations, which may include a vaccination certificate. The College reserves the right to request documentation showing the animal has been licensed. The owner is 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. 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 members 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 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)**

Clarkson College (College) strives to provide a safe and non-discriminatory environment to all of its community members (including students, faculty, and staff, and other constituents).

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. The Policy applies to all College community members, whether the alleged sexual misconduct is committed by a student or an employee, regardless of whether the alleged sexual misconduct was by a member of the same or different sex.

## **The College goals for the Title IX policy, are:**

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

## **Procedure:**

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). College jurisdiction applies to complaints during education programs, activities, events, and circumstances over which the College exercises substantial control over both the Respondent and the context of which the alleged sexual misconduct occurs. The College will recognize all complaints made under this policy and will take action to prevent the recurrence of sexual misconduct and remedy its effects. Such misconduct undermines the atmosphere of trust, responsibility and professionalism underlying in the Code of Conduct policy (SW-18) and will not be tolerated by the College. All members of the College community are required 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 they choose to do so. The Title IX Coordinator may assist the individual in filing a criminal complaint upon request. All persons involved in a sexual misconduct case can receive College-related assistance regardless of whether 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 shared with all involved parties. Individuals found to be in violation of this policy will be subject to disciplinary action. At any time throughout this process, both parties are permitted to have an advisor present.

## **I. Definitions**

**Advisor** any individual of the party's choice who may provide the Complainant or Respondent support, guidance, or advice, and may accompany a Complainant or the Respondent to any meeting or grievance proceeding, such as an interview or the hearing.

**Adjudicator** oversees the Formal Complaint hearing process to include assisting with training of the Hearing Board, Advisors, etc. as well as running the hearing process. This position will be contracted through external legal services.

**Appeals Officer** the Appeals Officer is responsible for receiving, reviewing, and responding to appeals of the Written Determination and will also review appeals of dismissals of Formal Complaints. The Appeals Officer will be the Vice President of Operations or designee.

**Business Days** means a weekday on which the campus offices are open. Please consult the academic calendar on the College website to determine the days on which campus offices are closed.

**Clear and Convincing Evidence** is the standard in which the College requires that the evidence show that it is highly probable or probably certain that the alleged action has occurred.

**College** means Clarkson College.

**College Community Member** 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.

**Complainant** is an individual who is alleged to be the victim of conduct that could constitute Sexual Misconduct.

**Confidentiality** means that the College will not disclose information related to a report of Sexual Misconduct, including the names of the individuals involved, except on a need to know basis in order to assist in the assessment, investigation, and resolution of the report, or as permitted or required by law. Confidentiality is not the same as anonymity, where an individual is not named or personally identified.

**Consent** is 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 is not beyond the state of drunkenness or intoxication, 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** is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence** includes any felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; by a person similarly situated to the spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Formal Complaint** is a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Misconduct, including, but not limited to, Title IX Sexual Harassment, against a Respondent and requesting that the College investigate the allegation of Sexual Misconduct. At the time of filing a Formal Complaint, a Complainant

must be participating in or attempting to participate in the Education Program or Activity of the College.

**Gender Identity** refers to one's sense of oneself as male, female, or neither or both.

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

**Investigator** is the individual assigned to investigate a Formal Complaint of Sexual Misconduct. The Investigator may be a trained employee of the College or an external investigator trained on the requirements of this Sexual Misconduct Policy.

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

**Respondent** is an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Misconduct.

**Sexual Assault** An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's UCR program.

- **Sexual Offenses** refers to any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
- **Rape** is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape** sexual intercourse with a person who is under the statutory age of consent (the age of consent in Nebraska is 16 years of age).

**Sexual Misconduct** means unwelcome conduct of a sexual nature, including: Dating Violence, Domestic Violence, Sexual Assault, Stalking, Title IX Sexual Harassment.

**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 their 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; and/or Vandalism.

**Supportive Measures** are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed.

The following Supportive Measures may be made available to Complainants and Respondents based on the facts and circumstances of the individual case:

1. Re-assignment of living space within the College’s residence hall;
2. Assistance from the College in completing the relocation if re-assigned;
3. Cancelling a College housing contract and/or adjusting a student account balance for refund;
4. Coordinating course-related adjustments (e.g. excused absences, flexible attendance, revised deadlines, reschedules, substitutions, etc.);
5. Endorsing or authorizing a grade change (e.g. incomplete, pass/no pass);
6. Transferring between class sections;
7. Endorsing or authorizing a withdrawal after the deadline has passed with or without a refund of tuition and fees;
8. Arranging to complete a course or lectures via distance education methods with the assistance of technology;
9. Providing increased security at location or activities (e.g. accompaniment or escort, surveillance, monitoring);
10. Modifying work schedules, job responsibilities, supervision, or re-assignment to a different work site; and/or
11. Counseling with on campus counselor and/or through Arbor Family Counseling.

The College will maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the Supportive Measures. Any Supportive Measures offered to either party cannot punish, discipline, or unreasonably burden the other party.

**Title IX Coordinator** is the person designated by the College to coordinate the College's efforts to comply with the responsibilities under Title IX. Among other things, the Title IX Coordinator reviews information about Sexual Misconduct to identify and address any patterns or systemic problems that arise during the review of such complaints. The Title IX Coordinator is also responsible for coordinating the effective implementation of Supportive Measures.

**Title IX Sexual Harassment** means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's Education Program or Activity;
- Sexual Assault;
- Domestic Violence;
- Dating Violence; or
- Stalking.

To be considered sexual harassment for the purposes of Title IX, the conduct must meet the additional requirements of occurring in the College's Education Program or Activity and against a person in the United States.

## II. Reporting

A report may be made by any person who believes that Sexual Misconduct may have occurred. The College encourages anyone who experiences or becomes aware of an incident of Misconduct involving a Student or Employee to immediately report the incident to the College through the reporting options set forth below. While the College does not limit the time frame for reporting Sexual Misconduct, the College strongly encourages individuals to report possible Sexual Misconduct as soon as possible to maximize the College's ability to respond as effectively as possible. The College strongly encourages individuals to report possible Sexual Misconduct within six months of the last occurrence of the concerning conduct. A report made after six months may make it more difficult to gather relevant and reliable information.

Any Employee who receives a report of Sexual Misconduct or who witnesses or is otherwise aware of Sexual Misconduct, other than the College's licensed mental health professionals, is required to report the incident immediately to the Title IX Coordinator.

Any College Student, Employee, or other individual may make a report of possible Sexual Misconduct by contacting:

### 1. The Title IX Coordinator

The Director of Academic and Student Support Services serves as the Title IX Coordinator and is located in the Success Center on the second floor of the Student Center (104 South 41<sup>st</sup> Street, Omaha, NE, 68131). 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, the

Investigator is available and can be contacted at 402-552-2557, 1-800-647-5500, or at [heimannanne@clarksoncollege.edu](mailto:heimannanne@clarksoncollege.edu).

## **2. The Public Safety Office**

Public Safety Emergency Number: 402-559-5555

Public Safety Non-Emergency Number: 402-559-5111

## **3. Local law enforcement (Omaha Police Department)**

Emergency: 911

Non-Emergency: 402-444-5600

505 South 15<sup>th</sup> Street

Omaha, NE 68102

### **A. Reports Involving Minors**

If a report of Sexual Misconduct 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.

### **B. Anonymous Reporting**

Any individual may make an anonymous report concerning an act of Sexual Misconduct. The College has made available [The Sexual Misconduct Reporting Form](#). Although preferred that this report be made directly to the Title IX Coordinator, a student may ask a third party (e.g. counselor, fellow student) 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.

### **C. Confidential Resources**

The College also offers access to confidential resources for individuals who are unsure about whether to report Sexual Misconduct or are seeking counseling or other emotional support in addition to (or without) making a report to the College. The College's licensed counselor is considered a "confidential employee" and when information is shared with the licensed counselor, the licensed counselor cannot reveal the information to any third party except when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 19.

### **D. 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 and/or Public Safety to report any event of concern.

### **E. False Statements**

The College takes allegations of Sexual Misconduct very seriously. Any Student or Employee who knowingly provides false information in connection with the filing of

a report and/or Formal Complaint of Sexual Misconduct or at any point during the assessment, investigation, or resolution of a report or Formal Complaint may be subject to discipline.

## **F. Cleary Act Reporting**

Pursuant to Federal law, the College has a legal responsibility for documenting and providing statistics about certain offenses to the United States Department of Education. No personal identifying information will be included in these reports. Federal law also requires the College to issue timely warnings to the College community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. The College withholds the names and other personally identifying information of Complainants when issuing timely warnings to the College community.

## **III. Initial Assessment and Supportive Measures**

Upon receipt of a report of alleged Sexual Misconduct, in accordance with 34 CFR 106.44(a), the Title IX Coordinator will promptly contact the Complainant to discuss:

- The availability of Supportive Measures regardless of whether the Complainant elects to file a Formal Complaint;
- The Complainant's wishes with respect to Supportive Measures; and
- The process for filing a Formal Complaint.

Additionally, the Title IX Coordinator will provide the Complainant a written notice describing available Supportive Measures and resolution options including:

- Filing a Formal Complaint;
- Filing a report with local law enforcement; and/or
- Pursuing both actions as described above (the Complainant may go forth with one or more options at the same time),

The written notice will also offer the Complainant the opportunity to meet to discuss those Supportive Measures and options. When a decision is reached to initiate an investigation or to take any other action under the process set forth in Section VI that impacts A Respondent, the Title IX Coordinator will ensure that the Respondent is notified, receives a written explanation of available Supportive Measures and resolution options, and is offered the opportunity to meet to discuss those Supportive Measures and options.

After considering the Complainant's wishes, the Title IX Coordinator will coordinate the identification, offering, and implementation of any appropriate Supportive Measures for the Complainant.

The Respondent identified in any report alleging Sexual Misconduct will be presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process set forth in Section VI below.

No disciplinary sanction or other action that is not a Supportive Measure or an emergency removal, as set forth below, will be imposed against a Respondent until



a determination regarding responsibility is made at the conclusion of the grievance process set forth set forth in Section VI below.

At any point, the Title IX Coordinator has the right to seek consultation with other relevant professionals within and outside of the College, if necessary. If it is determined a potential Title IX violation exists, the Title IX Coordinator will initiate separate consultations with the Complainant and the Respondent within a reasonable amount of time. The purpose of this meeting is to gain an understanding of the nature of the complaint. During the meetings, the Title IX Coordinator will also address the following for both the Complainant and Respondent:

1. physical safety and emotional well-being,
2. interim accommodations available, if necessary,
3. contact information for on campus and community resources for counseling and health care,
4. supportive measures,
5. Complainant's and Respondent's rights,
6. Complainant's preferred process for resolution (formal and informal processes),
7. confidentiality and the College's limits to confidentiality,
8. College's policy prohibiting retaliation,
9. Complainant's right to pursue or to decline to pursue legal charges, and
10. the Title IX investigation processes and procedures.

#### **IV. Emergency Removal**

The College may remove a Respondent entirely or partially from the College's education program or activity on an emergency basis, provided that the College

- undertakes an individualized safety and risk analysis,
- determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Misconduct justifies removal, and
- provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

The emergency removal process may be initiated by the Title IX Coordinator in conjunction with the College's the Behavioral Intervention Team. Emergency removal may be undertaken in addition to providing Supportive Measures. Emergency removal does not preclude a Respondent from receiving Supportive Measures as appropriate.

The College has discretion to determine the appropriate scope and conditions of removal of the Respondent from the College's education program or activity.

During an emergency removal, a Respondent may be denied access to any College premises, including classes, residence hall access, and/or all other College programs, activities or privileges for which the Respondent might otherwise be eligible, as the College may determine to be appropriate to address an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Misconduct.

The Title IX Coordinator or other designated College Official will provide the Respondent with a Notice of Emergency Removal. The Notice will be sent to the Respondent's e-mail address of record and will:

- state the factual basis for the Respondent's emergency removal and explain why the Respondent's conduct or presence on campus presents an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Misconduct that emergency removal is necessary;
- state that the Respondent may challenge the decision immediately, in writing, by submitting an appeal to the Title IX Coordinator who will then submit to the Appeals Officer.

## **V. Grievance Process**

The College's grievance process offers two forms of resolution for reports of Sexual Misconduct: (1) Formal Resolution, which involves an investigation, hearing, remedy, and sanction(s), if applicable (as described in Section E – Disciplinary Sanctions), and Informal Resolution (as described in Section G – Informal Resolution below), which includes informal options for resolving Formal Complaints.

At anytime throughout the grievance process, both parties are permitted to have an advisor of their choice accompany them to any meeting or proceeding.

### **A. Formal Complaint**

The grievance process begins with the filing of a Formal Complaint. A Formal Complaint may be filed by either a Complainant or the Title IX Coordinator

A Complainant must submit a signed, written statement to the Title IX Coordinator that addresses the following:

- the name of the Complainant,
- the Complainant's wanting to pursue resolution through the College's grievance process,
- a detailed description of the event and actions creating the alleged conduct, including, if known:
  - the name of the Respondent,
  - the date and location of the conduct,
  - the names and contact information of any witnesses to the conduct, and
  - any other relevant information.

The Formal Complaint must include the Complainant's physical or digital signature. If a Formal Complaint is filed but additional information is needed to determine whether the alleged conduct would constitute Sexual Misconduct, an initial intake interview may be performed by the Title IX Coordinator.

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. 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 no formal action be taken, the College will weigh this request with its obligations to the community. In instances where the

Complainant does not wish to file a Formal Complaint, the Title IX Coordinator may determine that, based upon a review of the totality of the circumstances, that resolution of the reported conduct through the College's grievance process is necessary to ensure the health and safety of the Complainant and/or other members of the College's 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 Title IX Coordinator determines that it is necessary to file a Formal Complaint, the Title IX Coordinator will inform the Complainant of this decision in writing, and the Complainant need not participate in the process further but will receive all notices issued pursuant to these procedures. The Title IX Coordinator is not considered the Complainant when the Title IX Coordinator files the Formal Complaint.

If either party to a Formal Complaint is an employee, the Title IX Coordinator will inform the Director of Human Resources.

## **B. Written Notice of the Allegations**

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide all parties (Complainant(s) and Respondent(s)) written notice of the allegation(s), including sufficient details about the allegation(s) known at the time, and information about both the Formal and Informal Resolution processes.

The Written Notice of Allegations will include the following:

- Notice of the allegations potentially constituting Sexual Misconduct and sufficient details including the identities of the parties involved, if known; the conduct allegedly constituting Sexual Misconduct; and the date and location of the alleged incident, if known;
- A copy of this Sexual Misconduct Policy or a hyperlink to this Sexual Misconduct Policy;
- A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding

responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source; and

- A statement informing the parties that the College prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Written Notice of Allegations will be sent to all parties as soon as practicable after receiving a Formal Complaint, absent extenuating circumstances. The College will provide sufficient time for the parties to review the Written Notice of Allegations and to prepare a response before any initial interview.

In some instances, additional allegations may arise during the course of the investigation that were not known at the time the Written Notice of Allegations was issued. In the event that occurs, the College may elect to add those allegations to the existing investigation. If so, the Title IX Coordinator will notify the parties of the additional allegations in writing and provide the parties with sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

### **C. Dismissal and Appeal of Dismissals**

Upon receipt of a Formal Complaint that alleges Sexual Misconduct and at other points in the grievance process while a Formal Complaint is pending, the Title IX Coordinator will determine whether, the Formal Complaint must be dismissed (whether in whole or in part) or may be dismissed (whether in whole or in part) at the College's discretion, as set forth below.

#### **1. Mandatory Dismissal**

The College will dismiss a Formal Complaint, or any allegations therein, from the grievance process when the alleged conduct, even if proved:

- Would not constitute Sexual Misconduct as defined in this Policy;
- Did not occur in the College's education program or activity;
- Did not occur against a person in the United States; or
- The Complainant was not participating in or attempting to participate in a College education program or activity at the time the Formal Complaint was filed.

#### **2. Discretionary Dismissal**

The College may dismiss a Formal Complaint, or any allegations therein at any time during the Formal or Informal Resolution processes, if:

- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- The Respondent is no longer enrolled or employed by the College; or
- Specific circumstances prevent the College from gathering evidence sufficient to reach a determination regarding the Formal Complaint or the allegations therein.

#### **3. Notice of Dismissal**

Upon reaching a decision that a Formal Complaint will be dismissed, in whole or in part, the Title IX coordinator will promptly send a written Notice of Dismissal to the parties notifying them of the dismissal, the reason(s) for the dismissal, and an explanation of the appeals process.

#### **4. Effect of Dismissal**

A dismissal under this section does not preclude the College from taking action with the respect to the dismissed allegations under other College policies and procedures.

#### **5. Appeals of Dismissal Decision**

The Complainant may appeal the Title IX Coordinator's decision to dismiss the Formal Complaint. The Complainant must submit the appeal in writing within fourteen (14) Business Days from the date the decision is delivered (based on the delivery dated email). The appeal may be sent to the Appeals Officer. If the student fails to meet the above deadline for appealing the decision, the Title IX Coordinator's decision to dismiss the Formal Complaint is final. The Appeals Officer will have fourteen (14) Business Days to review and determine the outcome of the appeal.

#### **D. Formal Resolution**

##### **1. Advisors**

The parties may each be accompanied during any meeting or proceeding by a single advisor of their choice, who may be, but is not required to be, an attorney.

Other than at the hearing, advisors may speak privately to their advisee during any such meeting or proceeding, but they may not speak on behalf of the parties, present evidence, or otherwise participate in, or in any manner disrupt, the meeting or proceeding. During a hearing, the advisor will be permitted to cross-examine witnesses and address the Adjudicator in connection with that cross-examination as described in Section e:2 – Cross Examination, but will not otherwise be permitted to address the Adjudicator. An advisor who is disruptive and fails to comply with the participation boundaries may be removed from any meeting or proceeding and may be barred from future meetings or proceedings in the matter.

The College will not unduly delay the scheduling of meetings or proceedings based on the advisor's availability.

Both the Complainant and the Respondent have the right to be accompanied at the hearing by an advisor of their choosing. If a party does not have an advisor present at the hearing, the College will provide, without fee or charge to the party, an advisor of the College's choice for the purpose of conducting cross-examination. This College-appointed advisor may be, but is not required to be, an attorney. A party may not proceed at the hearing without an advisor.

The Title IX Coordinator, Investigator, Adjudicator and Appeals Officer will communicate directly with the party through their College-provided email address and copy the advisor on all communications.

##### **2. Investigation**

The Investigator will perform an investigation within a reasonable timeframe of the conduct alleged to constitute Sexual Misconduct as set forth in the Written Notice of Allegations. Such investigation will be prompt, thorough, fair, and impartial.

The College, and not the parties, has the burden of proof and the burden of gathering evidence, (i.e. the responsibility of showing a violation of the Sexual Misconduct Policy has occurred).

Each party will have equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence (i.e. evidence that tends to prove and disprove the allegations), as described below.

During the investigation, the Investigator will interview separately the Complainant(s), the Respondent(s), any witnesses either party has identified, and any other individuals who are thought possibly to have relevant information. Complainants and Respondents may be accompanied to an investigative interview or other meeting held as part of the investigation by one advisor of their choice.

In addition, the Investigator will review all documentary and physical evidence identified and provided by the parties, other documentary and physical evidence that the Investigator may identify and obtain through witnesses or otherwise, and all relevant College policies. The Investigator may also take other investigatory steps including, but not limited to, consult with other professionals within and outside of the College as determined appropriate in the Investigator's judgment.

The Investigation will exclude from consideration:

- Evidence regarding the sexual history of the Complainant unless offered to prove that someone other than the Respondent committed the alleged conduct, or if the evidence concerns specific incidents of the Complainant's prior sexual behavior with the Respondent and are offered to prove consent;
- Records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the College obtains that party's voluntary, written consent to do so; and
- Information protected under a legally recognized privilege such as the attorney-client privilege unless the person holding such privilege has waived the privilege.

The Investigator will also provide periodic status updates to the parties throughout the investigation process.

**a. Review of Evidence**

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation that is directly related to the allegations raised in the Formal Complaint. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation.

The Investigator will send to each party and the party's advisor, if any, the relevant evidence obtained from the investigation that is subject to inspection and review. Such evidence may be provided in an electronic format or as a hard copy, and consists of

the evidence obtained as part of the investigation that is directly related to the pending allegations, including:

- Evidence upon which the College does not intend to rely in reaching a determination regarding responsibility; and
- Both inculpatory or exculpatory evidence, whether obtained from a party or other source.

Each party will have ten (10) Business Days from the date that the evidence is delivered to the party to inspect and review the evidence and submit a written response to the evidence to the Investigator. It is optional for parties to provide a response. The Investigator will consider any written responses received from the parties before completing the Investigative Report.

#### **b. Investigative Report**

After receiving and giving due consideration to any timely written responses received from the parties, the Investigator shall complete an Investigative Report that fairly summarizes all relevant evidence. The Investigative Report will be redacted for information that is irrelevant or privileged. The Investigator does not include any recommendations regarding responsibility in the Investigative Report.

The Investigator will send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy for their review and written response. Each party will have ten (10) Business Days from the date that the Investigative Report is delivered to the party to submit a written response to the Investigative Report, if the party so chooses.

#### **c. Participation in the Investigation**

No party or witness is required to participate in investigation or any other part of the grievance process. If a Complainant or Respondent chooses not to participate in the investigation, the Investigator will still complete the investigation and prepare the Investigative Report based on the information available. No adverse inference will be made as a result of a Complainant or Respondent's decision not to participate in the investigation, and the Adjudicator and/or Appeals Officer will not base a finding of responsibility solely on a party's decision not to participate in whole or in part in the grievance process.

### **3. Formal Hearings in Cases of Alleged Sexual Misconduct**

After an investigation, the College will conduct a hearing to determine whether the Respondent is responsible for violating the Sexual Misconduct Policy. The hearing is an opportunity for the parties to address the Adjudicator about issues relevant to the determination of responsibility to be made by the Adjudicator.

During the hearing, the Complainant and Respondent will each have an opportunity to:

- Discuss and explain their position through opening and closing statements;
- Respond to any questions of the Adjudicator; and
- Have their advisor cross-examine of the other party and any witnesses.

The Adjudicator will objectively evaluate all relevant evidence necessary to independently reach a determination regarding responsibility. If a determination of responsibility for Sexual Misconduct is made against the Respondent, the Adjudicator will determine appropriate sanction(s) for Respondent and, if applicable, whether remedies to the Complainant are appropriate.

A hearing must be held following an investigation unless the Formal Complaint has been resolved pursuant to the Informal Resolution Process or the Formal Complaint has been dismissed as set forth in Section C – Dismissal and Appeal of Dismissal. The College will strive to conduct a hearing within thirty (30) Business Days from the issuance of the Investigative Report.

**a. Standard of Review**

The Respondent is presumed to be not responsible by the Adjudicator; this presumption may be overcome only where the Adjudicator concludes that there is sufficient evidence, by Clear and Convincing Evidence, to support a finding that the Respondent violated the Sexual Misconduct Policy.

**b. Hearing Scheduling and Notice**

When the Investigator sends the Investigative Report to the Respondent and Complainant, the Title IX Coordinator or their designee will forward a copy of the Investigative Report to the Adjudicator. The Title IX Coordinator will also forward a copy of any responses to the Investigative Report received from the parties.

The Adjudicator will schedule a hearing date, time and location, and notify the parties of the same.

**c. Pre-Hearing Conference**

The Respondent and the Complainant shall have the right to attend a Pre-Hearing Conference. The purpose of the Pre-Hearing Conference is to plan for the hearing, discuss the issues and facts that will be presented at the hearing, exchange information about witnesses to be called, answer procedural questions, and settle those matters which may be agreeably concluded. Generally, the Adjudicator will preside over the Pre-Hearing Conference.

A Pre-Hearing Conference will be held at least two (2) Business Days prior to the scheduled hearing. The College will provide written notice of the date, time, location, participants, and purpose of both the prehearing conference and of the hearing at least five (5) Business Days prior to the prehearing conference.

***Hearing Information Exchange Prior to the Pre-Hearing Conference***

The Respondent, the Complainant, and the Adjudicator shall have an opportunity to inspect documents and a list of witnesses prior to the hearing. If there are any additional documents, that the Respondent, Complainant, or the Adjudicator would like to offer at the hearing, this information should be provided at least two (2) Business Days before the Pre-Hearing Conference. This information will be exchanged with all parties.

**d. General Hearing Information**

The parties cannot waive the right to a live hearing. A hearing may be conducted with all parties physically present at the same geographic location or, at the discretion of the Title IX Coordinator, any or all parties, witnesses, or other participants may appear at



the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

At the request of either party, the College will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the Adjudicator and parties to simultaneously see and hear the party or the witness answering questions. Such a request should be submitted to the Title IX Coordinator at least two (2) Business Days prior to the hearing.

The College will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review upon request.

The Adjudicator will oversee the hearing and related proceedings and will make a determination regarding responsibility.

The Respondent and the Complainant have the right to be present for the hearing. If, despite being notified of the date, time, and location of the hearing, either party is not in attendance, the hearing may proceed and applicable remedies and sanctions may be imposed. Neither party is required to participate in the hearing in order for the hearing to proceed.

The Respondent may not be found to be responsible for Sexual Misconduct solely because the Respondent is not present at the Hearing.

The parties, the parties' advisors, the Investigator or other witnesses (while they are being questioned) may participate in the hearing. The hearing is closed to the public.

With regard to Formal Complaints involving more than one Respondent, the Title IX Coordinator may permit hearings concerning each Respondent to be conducted separately.

The role of the Complainant's and Respondent's advisor is limited to providing support and advice to the party and conducting cross-examination of the parties and witnesses. Advisors must fulfill their role in a manner which does not disturb the hearing. If an advisor fails to act in accordance with these guidelines, the advisor may be removed from a hearing. If a party's advisor is removed from a hearing, the College will provide that party with a different advisor to conduct cross-examination on behalf of that party. Such disruption will not be the basis to delay or postpone the hearing.

#### **e. The Hearing Procedures**

At the beginning of the hearing, the Adjudicator should state for the record:

- the date, time, and place,
- their name and role as the Adjudicator

The Adjudicator should then identify the other persons present, read the alleged violation(s), and ask the Respondent if the Respondent accepts or contests responsibility for the alleged violation(s).

The Adjudicator has the discretion to determine specific hearing format. A typical hearing may include brief opening remarks by the Complainant and/or Respondent; direct and/or cross-examination of the parties, the Investigator, and any witnesses by the Adjudicator; cross-examination of the parties, the Investigator, and any witnesses

by the parties' advisors; and brief concluding remarks by the Complainant and/or Respondent.

- **Direct Examination**

The Adjudicator may ask questions and elicit information from parties, witnesses, and/or the Investigator to aid in the Adjudicator's findings of fact, conclusions regarding the application of the Sexual Misconduct Policy to the facts, and the determination of responsibility, sanctions, or remedies. The parties and their advisors may not engage in direct examination of any individual at the hearing.

- **Cross-Examination**

The Adjudicator will permit each party's advisor to ask the other party and any witnesses called by another party all relevant questions and follow-up questions, including those challenging credibility ("cross-examination").

Such cross-examination will be conducted directly, orally, and in real time by the party's advisor and never by a party personally. If a party does not have an advisor present at the live hearing, the College will provide without fee or charge to that party, an advisor of the College's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Before a Complainant, Respondent, or witness answers any question, Adjudicator will first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The Adjudicator should apply logic and common sense, rather than legal rules of evidence, when making a determination about a question's relevance. Questions which will be deemed irrelevant by the Adjudicator include, but are not limited to:

- questions that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege;
- evidence about a Complainant's prior sexual history unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent;
- any party's medical, psychological, and similar records unless the party has given voluntary, written consent; and
- statements by a party or witness who did not submit to cross-examination at a live hearing.

The Adjudicator cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing, or decision not to answer questions or otherwise not participate in the live hearing. However, if a party or witness does not submit to cross-examination at the

live hearing, the Adjudicator will not rely on any statement of that party or witness in reaching a determination regarding responsibility.

Other than to conduct cross-examination as described above, the parties' respective advisors may not speak on behalf of the parties during the hearing and may not directly participate in any aspect of the hearing. The Complainant or Respondent, however, may consult with their respective advisors during the hearing. The Adjudicator may limit the length and frequency of consultations so that they do not unreasonably delay the hearing or unreasonably interfere with the presentation of evidence.

#### **f. Determination of Responsibility**

After the hearing, the Adjudicator will objectively evaluate all relevant evidence, both inculpatory and exculpatory, and reach a determination regarding whether there is sufficient evidence, by Clear and Convincing Evidence, to support a finding of responsibility on the part of Respondent for each allegation under investigation. In reaching a determination, the Adjudicator must evaluate all evidence independently.

Where there is a finding of responsibility, the Adjudicator may impose one or more disciplinary sanctions on the Respondent, as set forth in Section E – Disciplinary Sanctions, and/or provide remedies to the Complainant.

#### **g. Written Determination**

Within seven (7) Business Days following the conclusion of a hearing (or such longer time as the Adjudicator may for good cause determine), the Adjudicator will simultaneously issue a written decision to the Respondent and the Complainant, with a copy to the Title IX Coordinator.

The Written Determination will include the following information.

- Identification of the allegations potentially constituting Sexual Misconduct and any other policy violations addressed at the hearing;
- A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, methods used to gather evidence, and hearings held;
- Finding of fact supporting the determination;
- Conclusions regarding the application of the Sexual Misconduct Policy and, if applicable, any other College policy, to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the College imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the Complainant; and
- The College's procedures and permissible bases for the Complainant and Respondent to appeal.

Disciplinary sanctions and any remedies that could not be offered as Supportive Measure shall not be enforced until the determination of responsibility becomes final. The determination regarding responsibility becomes final either:

- If no appeal is filed, on the date on which an appeal would no longer be considered timely; or
- If an appeal is filed, on the date that the parties are provided with the written determination of the appeal.

#### **4. Appeals of Written Determination of Responsibility and Sanctions**

The Complainant and the Respondent may both appeal the Adjudicator's Written Determination within seven (7) Business Days from the date the decision is delivered to the parties (based on the delivery dated email). This appeal process provides both the Complainant and Respondent a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome of the Hearing.

##### **a. Reasons for Appeal**

A Written Determination may be appealed only on the following three bases:

- A procedural irregularity that affected the outcome of the Formal Complaint;
- The discovery of new evidence that was not reasonably available at the time the Written Determination was made that could affect the outcome of the Formal Complaint;
- The severity of the sanctions imposed.

##### **b. Appeal Process**

The appeal must be in writing and delivered to the Title IX Coordinator, who will provide to the Appeals Officer within seven (7) Business Days of the delivery of the Written Determination. An appeal must be in writing and clearly specify the base(s) for the appeal and the evidence supporting the appeal.

If either party submits an appeal, the Title IX Coordinator will promptly notify the other party and the Appeals Officer in writing and provide the party with a copy of the appeal. The non-appealing party will be given seven (7) Business Days to submit a written response to the appeal; the non-appeal party is not required to submit a response to the appeal.

Upon the expiration of the deadline for the non-appealing party's written submission, the Title IX Coordinator will provide the Appeals Officer: (1) the appeal; (2) the non-appealing party's response, if provided; (3) the Investigative Report; (4) the Written Determination; (5) any information reviewed and considered by the Investigator or the Hearing Board; (6) all inculpatory and exculpatory evidence submitted to the Investigator or the hearing Board; and (7) a transcript of the hearing.

The Appeals Officer may confer with appropriate College employees in order to obtain information necessary to make a fully informed decision. The Appeals Officer may request clarifying information from the parties, the Investigator, and/or the Adjudicator as determined appropriate by the Appeals Officer.

##### **c. Appeal Outcome and Appeal Determination Letter**

The Appeals Officer will carefully review all of the information and determine whether to grant or deny the appeal. If the Appeals Officer determines that an appeal does not clearly raise one or more of the limited bases for appeal listed above,

the Appeals Officer will dismiss the appeal without further consideration. If the Appeals Officer determines that the appeal does raise one or more of the limited bases for appeal listed above and the result is to grant the appeal, the Appeals Officer will determine the appropriate action.

- The Appeals Officer will issue a written determination within fourteen (14) Business Days after receipt of the record and any additional information, though this may vary based on the scope of the appeal or unforeseen circumstances.
- The written appeal determination will be provided simultaneously to the Complainant and the Respondent and will explain the result of the appeal and the rationale for the decision.

### **Disciplinary 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.

The following sanctions may be imposed upon any student found to have violated this Sexual Misconduct 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.
- Restitution – compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- 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
- Other sanctions including, but not limited to, work assignments, service to the College, community service, workshop attendance, required counseling, written explanation, or other discretionary assignments.

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

College Dismissal. Cases involving the imposition of sanctions other than Residence Hall Dismissal or College suspension/dismissal may be expunged from the student's confidential record five years after the final disposition of the case.

### **Remedies**

Remedies are individualized measures provided to a Complainant designed to restore or preserve the Complainant's equal access to the College Education Program or Activity after a Respondent is found responsible for Sexual Misconduct. Such remedies may include, but are not limited to, the Supportive Measures described in this policy and may also include counseling, mental health services referral, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual or one-way restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other measures determined by school officials to be necessary to restore or preserve the Complainant's equal access to the Education Program and Activities, regardless of whether such measures impose a burden on the Respondent or are punitive or disciplinary in nature.

### **Informal Resolution**

At any time prior to reaching a determination regarding responsibility, the College may facilitate an Informal Resolution process, such as mediation, that does not involve a full investigation and adjudication. The College will not require the parties to participate in an Informal Resolution process and may not offer an Informal Resolution process unless a Formal Complaint is filed.

Parties may submit written requests to engage in Informal Resolution in place of an investigation and Formal Resolution. The College, however, has the discretion to determine whether Informal Resolution is appropriate in light of the nature of the conduct alleged in the specific Formal Complaint, the type of Informal Resolution that may be appropriate in a specific Formal Complaint, and to refer a Formal Complaint for Formal Resolution at any time. Prior to the initiation of Informal Resolution, the Title IX Coordinator will obtain written consent from both parties to proceed with Informal Resolution.

The College will not offer or facilitate an Informal Resolution process to resolve allegations that an employee engaged in sexual misconduct against or sexually harassed a student.

The Informal Resolution process is facilitated by the Title IX Coordinator or their designee. The parties to any Informal Resolution process will not be required to deal directly with one another without the College's involvement.

An Informal Resolution may include the range of Supportive Measures described above, as well as targeted and/or broad-based training and educational programming for relevant individuals and groups and/or any other remedy. For example, both parties may agree that the permanent application of Supportive Measures (i.e. no contact agreement) may be sufficient to resolve the Formal Complaint. An Informal Resolution process may also include a remedies-based process, which allows both parties to come to a mutual agreement regarding the resolution of the Formal Complaint.

Once an Informal Resolution process is complete, both parties will be notified simultaneously of the resolution. The Informal Resolution process does not conclude with a College finding; the Respondent is not found to be “responsible” or “not responsible” of a Policy violation. However, the parties may negotiate the extent to which a Respondent may agree or concede responsibility for alleged misconduct.

Any party may request that the Informal Resolution process be terminated at any time, in which case the Formal Resolution process would proceed. The College may, at its discretion, also terminate the Informal Resolution Process at any time. In addition, while the results of the Informal Resolution process cannot be appealed, any party can withdraw from the Informal Resolution process and resume the Formal Resolution process with respect to the Formal Complaint.

### **1. General Provisions Related to Informal Resolution**

At the beginning of the Informal Resolution process, the College will notify each party of the following:

- Provide to the parties a written notice disclosing:
  - the allegations in the Formal Complaint;
  - the requirements of the Informal Resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the Informal Resolution process and resume the grievance process with respect to the Formal Complaint;
  - any consequences resulting from participating in the Informal Resolution process, including the records that will be maintained or could be shared;
  - Obtain the parties’ voluntary, written consent to the Informal Resolution process; and
  - The College will provide the parties timely access to any information that will be used during the Informal Resolution process.
  
- Any statements, admissions, or other statements made by the Complainant or Respondent during the Informal Resolution process may not be used as evidence if the matter proceeds to a Formal Hearing.
- If the College and parties do not reach an agreement to resolve the Formal Complaint through the Informal Resolution process, the grievance process will be resumed with respect to the Formal Complaint, including investigation and adjudication and any Formal Hearing.

### **VI. Retaliation Prohibited**

No one may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by the Sexual Misconduct Policy or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Sexual Misconduct Policy.

Intimidation, threats, coercion, or discrimination, including charges against an individual for Student Code of Conduct violations that do not involve sex discrimination or sexual

harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by the Sexual Misconduct Policy, constitutes retaliation.

## **VII. Education, Awareness, Prevention, and Training**

The College understands that ongoing education about the issues contained within this Sexual Misconduct 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.

Title IX Coordinators, Investigators, Adjudicators, and any person who facilitates an informal resolution will receive annual training on the issues related to Sexual Misconduct including dating violence, domestic violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

In addition to the training described above, Title IX Coordinators, Investigators, Adjudicators, and any person who facilitates an informal resolution process will receive the following training:

- The definition of sexual harassment,
- The scope of the College's education program or activity,
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Adjudicators will also receive training on

- Any technology to be used at a live hearing, and
- Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators will receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, Investigators, Adjudicators, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, and must promote impartial investigations and adjudications of Formal Complaints of Sexual Misconduct.

The College will make these training materials publicly available on its website.



## **VIII. Records**

The College will retain all records of relating to all complaints, documentation, and reports of Sexual Misconduct for a period of eight years after the date the report was received.

## **IX. Other Clarkson College Disciplinary Processes**

The outcomes and actions taken under this Sexual Misconduct Policy do not necessarily preclude other disciplinary actions from being taken using other Clarkson College disciplinary procedures.

## **X. Questions**

Any questions regarding this Sexual Misconduct Policy should be directed to the College's Title IX Coordinator:

The Director of Academic and Student Support Services/Title IX Coordinator

Office Address: 104 South 41<sup>st</sup> Street; Omaha, NE 68131

Email Address: [titleixcoordinator@clarksoncollege.edu](mailto:titleixcoordinator@clarksoncollege.edu)

Phone Number: 402-552-2693 or 1-800-647-5500

Any questions about the College's application of Title IX and its implementing regulations may be referred to the Title IX Coordinator and/or to the U.S. Department of Education. Office of Civil Rights. 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

## **XI. Amendments or Termination of this Policy**

Clarkson College reserves the right to modify, amend, or terminate this Sexual Misconduct 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 faculty, staff members and students to be mindful of proper use both as a method to conduct business and for use in a personal capacity.

### **Procedure:**

#### **Using Social Media**

Social media is defined as “websites or applications that enable users to create and share content or participate in social networking” (University of Michigan). Faculty, staff members 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 faculty, staff member, 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-18: Code of Conduct, SW-15 Drug and Alcohol, SW-27 Sexual Misconduct and IT2: Resources Use and Privacy. The Strategic Communications 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, faculty, staff members, 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, faculty or staff member 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 the confidentiality of all parties.
- Be aware of liability and protect users/ personal identity. Users are responsible for their individual posts. When sharing College information, use the College links directly. Personal opinions should not be presented as the views of Clarkson College. Be cautious, as information that would not be said in a face-to-face conversation or other mediums should not be posted on social media; this includes personal information.
- Be honest and accurate. Think before publishing a post to ensure all facts are clear and all College policies and procedures are followed.

**Procedure for Social Media Misuse:**

Direct supervisors will be notified of incidents related to employees, and the appropriate academic program director(s) will be notified in situations that involve students. When reporting an alleged incident, rationale and evidence must be provided to the supervisor and/or appropriate academic program director.

Disciplinary action for violating the policy shall be governed by but may not be limited to the applicable provisions of the Academic Catalog and Student Handbook, faculty

and department/program handbooks, policies and procedures of Clarkson College, Statutes of the State of Nebraska and federal law, including civil and criminal legal actions. Persons who violate this policy may be subject to 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 are 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 cooperating in an investigation. Any faculty/staff member/student or College community member who retaliates against another faculty/staff member/student or College community member for reporting a possible deviation from this policy or cooperating in an investigation will be subject to disciplinary action, up to and including College dismissal or termination.

Social Media Guidelines:

<https://www.clarksoncollege.edu/about/social-media-guidelines/>

## State Authorization

Clarkson College and its educational offerings are accredited by the Higher Learning Commission. Our graduates are allowed to sit for national licensure board examinations. Because state licensure requirements vary by state, Clarkson College is unable to ascertain licensure requirements in every state. It is up to the individual student to be aware of and abide by licensure requirements in the states in which the student chooses to obtain licensure and employment.

Clarkson College is currently authorized to offer online education in the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia and Wyoming. In addition, Clarkson College is able to offer limited online programs in Massachusetts. If you reside in a state offering limited online programs and wish to apply, please contact us at 800.647.5500 prior to completing the application process.

While the College has aimed to offer online education throughout the nation, some specific state board requirements do not authorize Clarkson College graduate nursing preceptorships and clinical placements. **At this time, we are unable to enroll graduate nursing students from Alabama, Arizona, Arkansas, Connecticut, Delaware, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, North Dakota, Oregon, Puerto Rico, Tennessee, West Virginia and Wisconsin.** We are optimistic about expanding our reach in the future, as state board authorization is a fluid situation that is subject to change.

## Licensure Contact Information

Clarkson College recommends that you contact the appropriate licensing agency in your state for requirement information on licensure, preceptorship and clinical placement prior to enrolling.

## Student Classifications & Status

Clarkson College uses certain terms to describe a student's classification or status. It is important for students to know these classifications so they may be aware of associated policies that may affect their continued attendance at Clarkson College. The following classifications are used at Clarkson College:

### Student Classification:

**Degree/Certificate-seeking student for College credit:** A student who chooses to seek a degree and/or certificate at Clarkson College. Students must be accepted for admission to a specific academic program.

**Non-degree seeking student for College credit:** A student seeking personal or professional development or who has not been admitted to a specific academic program is not eligible for financial aid.

**International F1 on-campus student:** A student in the United States on a temporary F-1 visa attending Clarkson College on campus.

**Visiting student:** A student who currently attending another college or university, and not seeking a degree at Clarkson College. Students are not eligible for financial aid.

### Programs:

**Undergraduate student:** A student enrolled in credit courses leading to a certificate, associate's or bachelor's degree.

**Graduate student:** A student who is enrolled in courses leading to a master's or doctoral degree.

### Student Status:

**Academic probation:** A student who has not maintained the required Cumulative Grade Point Average.

**Academic dismissal:** A student who has been removed from the academic program for academic reasons.

**Active student:** A student who has matriculated and is eligible for enrollment. The student may not be enrolled for the current term.

**Currently enrolled:** A student who is enrolled for the current term.

**Conditionally admitted:** A student who has been accepted to Clarkson College but does not meet all of the College admission requirements. Procedure: The Academic Review Committee will review conditionally admitted students at the end of their first semester to determine if they may continue as a fully admitted student.

**Full-time student:** An undergraduate student is full-time if enrolled in at least 12 credit hours per fall, spring or summer term.

**Graduate student:** A graduate student is full time if enrolled in at least six graduate credit hours per fall, spring or summer term.

**Part-time student:** An undergraduate student is part-time if enrolled in less than 12 credit hours per fall or spring or summer terms. A graduate student is part-time if enrolled in less than six graduate credit hours per fall, spring or summer terms.

## **Student Grievance (Policy SW-14)**

A grievance is a complaint that a specific decision or action affected the student's academic record or status, violated published College policies and procedures, or was applied to the grievant in a manner different from that used for other students. The grievance process is not designed to resolve disputes between an individual and an institution where other College policies and procedures exist. The grievance process is only intended to be used to settle disputes after all other College processes have been exhausted. This policy does not limit the institution'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 at 816.268.0550.

Grievances may also be filed with the state of Nebraska's Coordinating Commission for Post-secondary Education to the Office of Nebraska Attorney General's office, 2115 State Capitol, Lincoln, NE, 68503, and 402.471.2682, or the Consumer Protection Division (toll-free) at 800.727.6432.

Retaliation is prohibited. The College prohibits taking negative action against any person for exercising their rights in using the grievance policy and procedure.

### **Student Grievance Process**

Step 1: All other College processes have been exhausted (i.e. other applicable policies and procedures and appeals or at a minimum an informal meeting has occurred to speak with the person/department chair regarding 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 vice president of Academic Affairs (VPAA) 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 a Grievance Committee meeting, 2 if applicable. The VPAA 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 VPAA will initiate and facilitate the college Grievance Committee's response to the student's grievance, within 14 business days, and will provide a written response of the outcome within five (5) business days of the decision.

Step 5: The 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, and no individual identified in the evidence will be included. 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 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 office will track the number of grievances.
5. Decisions made by the Grievance Committee shall be final.

Student Grievance Form:

<https://www.clarksoncollege.edu/default/assets/File/StudentGrievancePolicyForm.pdf>

## **Student Parking (Policy SS-1)**

Under the University of Nebraska Medical Center (UNMC) parking guidelines, all students of Clarkson College are required to pay a parking fee as listed in the schedule of classes and display a valid parking permit at all times while parked in a designated student lot. Students must abide by all UNMC parking policies.

### **Procedure:**

Students will pay an annual parking fee at the time they register for the fall semester. A prorated portion of the annual parking fee will be refunded if students leave the College at the end of the first semester. Students who enroll in the College in the spring or summer semesters will be charged a prorated fee for the time remaining until the end of the year. Temporary permits are also available on a month-to-month basis.

## Residence Hall (Policy SS-3)

Clarkson College manages the on-campus 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 or via the Student Clearinghouse transcript request system. Clarkson College will not be responsible for loss of transcripts due to an insufficient or incorrect address. To request a transcript, contact the Registrar's office. Clarkson College does not issue or send transcripts from other colleges and universities. Official transcripts are not issued for students who have a hold on their records or whose accounts with the College are delinquent.

## Transfer Credit (Policy AA-52)

Credit earned at other regionally accredited institutions may be transferred as acceptable credit at Clarkson College according to the following guidelines:

### Procedure:

1. There is evidence of satisfactory scholarship, i.e. at least a "C-" in academic courses for undergraduate courses and a "B-" for graduate courses in graded courses.
2. Courses and credits to be transferred are listed on an official transcript that is submitted directly from the institutions(s) where the courses were taken. A final official transcript is required after completing all courses to be transferred.
3. If the course and/or credit to be transferred is a major course or graduate course, a petition may need to be completed. The course and/or credit must be comparable to a course offered at Clarkson College to be approved. A syllabus and course description of the course to be transferred may be required.
4. Undergraduate science courses have been completed within seven (7) years for BSN, PTA Associate's degree and Radiography program.
5. In determining transfer credits, the academic program director reserves the option of requiring the student to take an assessment examination and the student will be required to pay the testing fee.
6. The appropriate academic program director, Registrar or assistant must grant final approval for all transfer credit to Registrar.
7. The required Healthcare Core courses must be taken at Clarkson College and are not eligible for transfer.
8. 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.

## Academic Honors (Policy AA-16)

Academic honors are conferred upon candidates who distinguish themselves by maintaining a high Cumulative Grade Point Average (CGPA).

### Procedure:

Undergraduate students must have completed the minimum required residency hours at Clarkson College. Transfer courses do not apply toward the 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 have had an Academic Integrity Violation are not eligible for the Academic Excellence Award.

## Undergraduate Class Standing (Policy AA-38)

The number of semester credit hours completed indicates a student's class standing. The numbers of semester credit hours for the various class standings are:

Year	Semester Credit Hours
Freshman	0 – 30
Sophomore	31 – 60
Junior	61 – 90
Senior	91+

## Undergraduate Deans List (Policy AA-27)

During each semester at Clarkson College, undergraduate students enrolled in a degree program with notable academic achievements are given public recognition by publication of the Dean's List. To be eligible for the Dean's List the student must be enrolled in at least nine (9) hours of course work in the fall and spring semesters and



have a term grade point average (TGPA) of 3.5 or higher. For the summer semester a student must be enrolled in at least six (6) hours of course work and have a TGPA of 3.5 or higher. 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 the College Support Administrator to print the letters.
2. Office of Institutional Advancement and Communications posts the Dean's list on the website.
3. College Support Administrator 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.

**New Student Experience Resources and Requirements (Policy AA-62)**

The New Student Experience (NSE) is a comprehensive plan designed to facilitate student success by providing students with the resources they need to succeed. NSE includes; Clarkson College Experience, Registration/Advising Days, New Student Orientation and other resources required or recommended for each student based on the following criteria:

- All incoming students will complete the Student Success Guide (SSG 101) and Interprofessional Education (IPE) Module.
- Incoming undergraduate students who have not earned a degree from an accredited institution and meet one or more of the following criteria will be required to complete additional enrollment requirements as outlined in the table below:
  1. Students who graduated high school within one (1) year of their start date.
  2. Students who bring in less than 12 hours of transferable credit (based on start of semester)
  3. Students admitted with one of the following GPAs (based on date of acceptance):
    - a. High school GPA < 3.5
    - b. College GPA < 3.25

NSE requirements are based on the criteria above. Students may meet one or more NSE criterion and therefore be required to complete one or more of the requirements listed below. Students admitted conditionally will be obligated to complete additional requirements, per policy AA-57.

NSE Requirements	NSE Criteria		
	High school and, or first-time college students.	Transfer students	Previous degree

Graduated high school within one (1) year of start date.	High school GPA less than 3.50	Transfer students with less than 12 hours of transferrable credit.	Transfer students with GPA less than 3.25	Transfer students degree from an accredited institution.
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SSG 101: All incoming students complete SSG 101.  
 Student Success Guide

Inteprofessional All incoming students complete IPE 301 per AA-54.  
 Education (IPE) Module

Recitation (BI 210, BI 211, BI 213, CH 110 and/or PTA 105)	X	X
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GEN 101: Strategies for Success: On-campus students must take an on-campus GEN 101 course. Online students may take online or on-campus GEN 101.	X	X
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**Additional New Student Resources**

During the initial registration appointment, academic advisors or program directors may recommend one or more of the services below, based on student needs.

- New Student Orientation
- Writing Lab

- Tutoring
- Recitation courses (students may elect recitation if not required as outlined above)
- Supplemental Instruction
- Mentoring program
- Personal counseling
- Student Support Team drop-in sessions
- Success Center academic services:
  - Test-taking
  - Time management
  - Academic support
  - Workshops

Institutional reporting and statistical analysis of the Strategies for Success course and success of the student will be completed annually as part of the Retention Committee, Retreat and Academic Council Assessment Retreat, and Student Services Assessment Retreat.

**Procedure:**

1. The Enrollment and Advising office will enter the following accepted student data into PowerCampus for the Event Registration (New Student Advising and Registration Day) Report:
  - a. Accepted GPA
  - b. Status – high school, transfer, first-time college
  - c. Indicate degree exempt for students who have earned a degree
2. The Registrar’s office will enter the number of transferable credit hours for accepted students into PowerCampus, which will be used for the Event Registration (New Student Advising and Registration Day) Report.
3. Advisors will check the New Student Advising and Registration Day report to determine which NSE requirement(s) are applicable prior to meeting with new students. This information will be shared with students via the Advising Form that also includes College resources.
4. Advisors will track students to ensure that the NSE requirements are completed.
5. Faculty will submit grades for GEN 101 Strategies for Success in Self-Service.
6. The Registrar will include GEN 101 grades for students who were unsuccessful on the end of term academic issues report each semester.
7. Not completing the above requirements may affect student academic program progression. The program director will determine the consequences.

**Weather-Related School Closing (Policy OG-4)**

The decision to close Clarkson College due to adverse weather conditions will be made by the College president or his/her designee. The decision to close will take into account the severity of the forecasted weather; the potential threat to the safety and well-being of students and employees; and the ability of the physical plant to operate.

**Procedure:**

CANCEL CLASSES, COLLEGE CLOSED

- Canceling all academic and community advancement classes
- Clinical students (within the area affected by the severe weather conditions) should follow the program specific weather closing policy, if applicable
- 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 a.m.

If the closing occurs during the day:

- Classes will be dismissed
- Clinical students (within the area affected by the severe weather conditions) should follow the program specific weather closing policy, if applicable

If the weekend weather is severe, the decision to cancel any activity is at the discretion of the directors. Activities can include Community Advancement classes, Student Activities, Graduate Weekend and Clinicals.

If the director cancels weekend activity:

- Contact the director of Strategic Communications for appropriate communications.

#### **COMMUNICATION:**

1. The directors of Strategic Communications and Facilities will contact the media, update the e2campus alert system, update the website, place a message on the main phone line, send an all-campus electronic communication, which will include students and update any social media utilized by the College for communication.
2. Faculty or the student (if designated by the faculty) will be responsible for making sure their clinical sites have been informed of the closing.
3. The director of Facilities will notify Public Safety that the campus is 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. Complete appropriate request 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 must withdraw by a specified day, depending upon the length of the course. Students can withdraw up through:

- The last day of the 14th week of a 15-week course
- The last day of the 11th week of a 12-week course
- The last day of the 6th week of a 7.5 week course
- The last day of the 5th week of a 6-week course
- Students may not withdraw from courses during the last week of any course, under any circumstances.

### Procedure:

A “W” grade is recorded on the student’s permanent record if a course is withdrawn starting the second week of the term, according to the length of the course below. Courses withdrawn during the first week of the term will be listed as a drop:

#### Length of Course

15-week course	On or before the 11 <sup>th</sup> Friday of the course
12-week course	On or before the 10 <sup>th</sup> Friday of the course
7.5-week course	On or before the 5 <sup>th</sup> Friday of the course
6-week course	On or before the 4 <sup>th</sup> Friday 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 11 <sup>th</sup> Friday of the course
12-week course	After the 10 <sup>th</sup> Friday of the course
7.5-week course	After the 5 <sup>th</sup> Friday of the course
6-week course	After the 4 <sup>th</sup> Friday of the course

It is the student’s responsibility to:

1. Initiate change using the Change of Registration form with their academic advisor or program director.

2. Complete and submit the necessary Change of Registration form to the appropriate student advisor, who will submit the form to the Registrar's office.

Clarkson College will not be responsible for completed forms which are given to faculty or other staff for submission.

## **Organizational Governance (Policy OG-15)**

### **Policy Statement**

All College policies and procedures will be updated and maintained by the President's Office and will be available electronically through the intranet. Policies and procedures will be coded alphanumerically, as well as by organizational unit (academic and administration). College policies and procedures will provide definition of and standardization of operational policies/procedures and ensure communication and collaboration through the policy review and change process.

### **Procedure:**

Policies are to be placed on the standardized template, which must be requested through the President's Office administrative staff. All policies will include the following sections:

1. Section – identifying the appropriate category the policy applies
2. Subject – identifies the purpose of the policy
3. Supersedes- identifies the date the policy was last effective
4. Number – identifies the policy by section and number. If this is a new policy, this is assigned by the President's Office administrative staff.
5. Adopted date - identifies the date the policy was adopted
6. Effective date – the month/year the policy becomes implemented or is effective
7. Review date - the month/year policy was last reviewed
8. Policy - defines the purpose of the policy
9. Procedure - identifies the guidelines and/or steps necessary to adhere to the policy
10. Responsible department - identifies the department(s) responsible for maintaining the policy

### **Electronic Signature Statement**

1. Policy documents will be electronically signed via the approval process by the Clarkson College president.

### **General Information**

1. The responsible department, a minimum of every three (3) years, will review all College policies and procedures. Policies will be reviewed as scheduled unless substantive changes are needed before that time.
2. Any individual, committee or program can bring forward a policy for review by initiating the review with the responsible department.
3. Policies and procedures requiring substantive update, revision or deletion will be presented to the Leadership Council for endorsement from September 1 –

February 28 each year. If no changes are made to reviewed policies, a verbal update will be made at Leadership Council indicating a review of policies was completed.

4. The results of the policy review will be reported by the College president to the College Board of Directors.
5. The President's Office administrative staff will update the policy and policy review schedule to notate any changes.
6. The schedule(s) for policy review will be posted and maintained on the intranet by the President's Office administrative staff.

## **Institutional Repository (Policy OG-30)**

### **Policy:**

The Clarkson College Institutional Repository (IR) is an open-access electronic repository that aims to collect, preserve and disseminate the intellectual output of the Clarkson College community. The institutional repository can include scholarly work from students, faculty, staff members, alumni and administration.

Items eligible for the Clarkson College IR must be:

1. Copyright eligible
2. Original work of a Clarkson College faculty, student, staff member, or administrator
3. Scholarly, educational or research-oriented in nature
4. Intended to be a permanent part of the repository
5. The author/copyright holder must be willing to grant Clarkson College the non-exclusive right to preserve and distribute the work via the Clarkson College IR

### **Procedure:**

Faculty can submit work to the institutional repository via the online form.

Student items for inclusion in the Clarkson College IR must first be approved by the selecting faculty before submission. Faculty will determine content to be submitted based upon quality standards.

<https://clarksoncollege.libwizard.com/submitir>

## **Library Collection Development (Policy OG-29)**

### **Policy:**

The Clarkson College Library collection shall include a broad range of sources, in various formats, required for the support of clinical, educational, research and administrative needs of the Clarkson College community as driven by the academic programs and the mission and goals of the institution.

### **Selection of Materials**

The director of the Library has the overall responsibility for the development of Library collections. The director of the Library will use the subject expertise of faculty, input from Library staff members, professional and organizational recommendations, budgetary

considerations, and patron recommendations when selecting materials. Accuracy, authority, appropriateness, currency and budget will be determining factors.

### **Deselection of materials**

Regular removal of outdated, non-relevant, damaged and duplicate materials helps the library maintain an up-to-date, attractive collection. Prior to the removal of an item, consultation with faculty will occur to ensure no needed and important items are removed.

### **Criteria for Deselection Consideration**

1. Lack of circulation: Item has low usage within a given time frame, depending on subject discipline.
2. Duplication: May include duplication by other formats and editions, in particular print journals now available online. Multiple copies of monographs are kept only where there is a high demand
3. Superseded by more recent editions: The newer editions must incorporate important information from earlier editions.
4. Date of publication: For example, materials lacking historical or other research value or ephemeral materials that are not easily accessed or bound.
5. Accuracy of content: Materials containing inaccurate data or facts or outdated materials within a specific subject discipline.
6. Physical condition/format: Poor physical condition or damaged beyond usefulness; poor bound volumes; or obsolete physical format.
7. Missing or lost: Materials' records should not be suppressed from public view until such time that the materials are replaced or deemed unworthy of replacement by Library staff. At that point, records for these materials that have been replaced or deselected should be suppressed.
8. Change or elimination of an academic program, therefore no longer supporting a program need.

### **Procedure:**

#### **On-going Maintenance**

1. As new editions are purchased, one prior previous edition will be maintained
2. Items in poor condition that cannot be repaired may be removed and replacement considered
3. Obsolete formats no longer supported by College technology
4. Items that are declared lost

#### **Scheduled Purging Procedure**

Purging will occur on both an on-going and project basis. For large scale purging projects, the following steps will be taken:

1. Library staff identify items for removal based upon project need
2. Analyze circulation usage statistics for items
3. Utilize the MUSTIE Factors for each item.



<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf>

M	Misleading	Purge outdated editions and books that are no longer accurate. Pay special attention to areas where information has changed recently or where it changes rapidly.
U	Ugly	Consider the condition of the item.
S	Superseded	Replaced by a truly new edition or by a much better book on the subject. Especially for reference materials, test guides, and drug manuals.
T	Trivial	(of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past). Purge older titles that were of fleeting interest or popular culture.
I	Irrelevant	to the needs and interests of your community. Even e-books should be expected to circulate or be used online at least once every few years.
E	Elsewhere Available	Consider the historical significance and uniqueness of the item to the collection.

### **Student Location & Disclosures for Professional Licensure or Certification Disclosure (Policy OG-33)**

In accordance with federal, state, and the National Council for State Authorization Reciprocity Agreements (NC-SARA) requirements, the College must have a policy and procedure required for professional licensure disclosures, both general and individual.

These disclosures or notifications are specific to students in educational programs leading to professional licensure or certification and whether the College program meets licensure requirements in the state of the student's location.

The professional licensure disclosures are required for Title IV funding, but the educational programs that may lead to licensure and are impacted are based upon the various state professional board requirements. 34 CFR §668.43 Institutional Requirements, under (a)(5)(v) provides two elements of a program likely to lead to professional licensure where it refers to an educational program "designed to meet educational requirements for a specific professional license that is required for employment in an occupation or is advertised as meeting such requirements...". Thus, an institution must provide the required disclosures regarding whether completion of the educational program would be sufficient to meet the respective state licensure requirements for the occupation, if the program is either:

1. Designed to meet the educational requirements.
  - a. For a specific license and
  - b. Is required for employment in an occupation, or
2. Marketed for advertised to meet educational requirements.

Clarkson College must review the state board requirements for each licensed profession in every state to determine whether the institution's educational programs fall within the state's regulatory oversight for professional licensure. The College is required to know what state requirements exist for an educational program to be offered to a student in a particular state, and the required approval that constitutes what is needed for the program to be authorized by that state. Professional licensing and certification requirements include:

1. The requirements for an individual to be licensed in that state, and
2. If the institution's educational program curriculum satisfies the state professional board's requirements so that a graduate of the institution is eligible to be licensed in that state (which may require state board approval of the program curriculum/content).

This information will serve as the guide for general/public and individual student disclosures.

The disclosures must be provided at the time of initial enrollment (prior to the student making a financial contribution to the college or signing an enrollment agreement) and when there is a change of student location as indicated by the college change of address process. For purposes of this policy, the student location is the state where the student resides and is based on their permanent home address entered into the college's student information system.# For a prospective student, this is the state of the prospective student's residence at the time the student applies for admission and is entered into the College Customer Relation Management (CRM) system. For any student whose residence does not include a U.S. state or territory (such as an international student), their place of residence will be considered the state of Nebraska. The student location designation will remain in effect unless and until a student changes the U.S. state or territory listed as the student's permanent address using the student

information system or completing the Change of Address Form on the College website. Once a student enters a new U.S. state or territory, the college will consider that date of entry as the effective date of a student's revised location for the purposes of this policy.

**NOTE:** Licensing and authorization requirements can vary by state; therefore, any relocation by applicants and current students can impact their ability to continue course(s), meet the eligibility requirements of that state, and/or receive financial aid funding. Any student considering relocation should review the College State Authorization and Professional Licensure webpage and may contact their program director for more information regarding authorization and licensure eligibility requirements.

### **General Disclosures**

For the general disclosure requirement, permitted under 34 CRF §668.43 (a)(5)(v) (A) through (C), institutions are required to disclose (by educational program with professional licensure or certification) a list of all states for which the institution:

1. Has determined that its curriculum meets the state educational requirements for licensure or certification.
2. Has determined that its curriculum does not meet the state educational requirements for licensure or certification; and
3. Has not made a determination that its curriculum meets the state educational requirements for licensure or certification.

A listing of educational programs with professional licensure or certification by state will be included on the College State Authorization website.

### **Individual Disclosures**

In addition to the general disclosures detailed above, under 34 CRF §668.43 (c) which requires an institution to provide a direct disclosure to enrolled and prospective students in writing if the program potentially leading to professional licensure either:

1. **Does not meet** the state educational requirements (#2 general disclosures above), or
2. The institution has **not made a determination** for the state in which the student is located (#3 general disclosures above).

For currently enrolled students, the College must provide a written individualized disclosure within 14 calendar days to a student if:

1. A student completes the change of address process and the student relocates to a state where the program does not meet the educational requirements for licensure, or the institution has not made a determination that its curriculum meets the state educational requirements for licensure or certification.
2. The institution makes a determination that the program's curriculum does not meet state educational requirements for the state in which an enrolled student is located, or
3. The institution later determines that the program does not meet the educational requirement for licensure in a state where the student is located.

This policy applies to students in all modalities (on campus or online) and all programs leading to professional licensure or certification.

## **Definitions**

**National Council for State Authorization Reciprocity Agreements (NC-SARA, known as SARA):** SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education. When states join SARA, they agree to follow uniform processes for approving their eligible institutions' participation. They also agree to deal with other states' SARA institutions in a common way when those institutions carry out activities in SARA states other than their own.

**Student Location:** Student location is the state where a student resides and is based on the permanent home address entered into the college's student information system.

**Professional licensure/certification program:** An educational program that can lead to professional licensure or certification to ensure a professional meets industry requirement in terms of knowledge, experience, and currency.

## **Procedure:**

### **Responsibilities and Determination of State Licensing and Certification Requirements.**

The program director/representative who oversees educational programs which end in a professional licensure or certification are responsible for maintaining the state-by-state board or professional licensure requirements. The determination of met, not met, or has not been determined will be assigned to all educational programs resulting in professional licensure and certification according to each U.S. State or territory. At minimum, these requirements will be reviewed annually.

Any changes to a U.S. state or territory's board or professional licensure requirements or the College ability to meet these requirements must be documented and updated on the College State Authorization & Professional Licensure page on the website. The program directors/representatives will inform the President's Office representative and the director of Enrollment and Advising of any changes. The President's Office representative is responsible for maintaining all state authorization information and updating the website.

Additionally, any changes to the state board or professional licensure requirements must be also be communicated to the director of Enrollment and Advising for possible disclosures to students.

### **Responsibilities of Professional Licensure/Certification Disclosures**

#### **General Disclosure**

General disclosure requirements are met by updating and maintaining the State Authorization & Professional Licensure page on the website. The website must include documentation of compliance (met, not met, or has not made a determination) for each educational program that includes U.S. state or territory's board or professional licensure requirement.

As part of the application process, students are prompted to read and acknowledge they have read the appropriate State Authorization & Professional Licensure information.

## **Individual Disclosure for Prospective Students**

Professional licensure and certification disclosures for prospective students will take place during the enrollment confirmation process (prior to the student making a financial contribution to the college or signing an enrollment agreement).

The Enrollment and Advising office will determine the appropriate disclosure to be sent to the student based on state of residence, educational program, and compliance with U.S. state or territory board or professional licensure requirements. The disclosure will be sent to the student via email during the confirmation process of enrollment into the educational programs.

## **Individual Disclosure for Currently Enrolled Students**

Professional licensure and certification disclosure for currently enrolled students will only take place if a change of student location is initiated by the student through the change of address process.

When a student submits a change of address form through the student information system or through the change of address form located on the Clarkson College website, the 14-day timeframe for disclosure begins. The Registrar's office will notify the Enrollment and Advising office and the program director/representative of a change to a student's location immediately after the new address is entered into the student information system. Once the Enrollment and Advising office is notified of the student's change of location and it has been determined that the student's location requires a disclosure notification, the appropriate disclosure will be sent via the student's Clarkson College email.

Individual disclosures for currently enrolled students are only required if a student relocates to a U.S. state or territory in which the educational program does not or has not yet determined compliance with the U.S. state or territory board or professional licensure requirements.

## **REFERENCES**

- 34 CFR § 668.43(c)(1)
- 34 CFR § 668.43(c)(2)
- 34 CFR § 668.43(a)(5)(v)
- 34 CFR § 600.9(c)(2)
- NC-SARA Manual 20.1\_Final\_2.6.20

**Registrar's Office-Change of Address Form:** <https://www.clarksoncollege.edu/default/assets/File/AddressChangeRequestForm.pdf>

## **Financial Aid Award (Policy FA-19)**

Clarkson College participates in the following types of student aid programs:

### **Title IV Federal Student Aid programs**

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Direct Subsidized and Unsubsidized Loans

- Federal Direct PLUS Loan
- Federal Work-Study

### **State programs**

- Nebraska Opportunity Grant (NOG)

### **U.S. Department of Health and Human Services Programs**

- Federal Nursing Student Loan
- Nurse Faculty Loan Program

### **Institutional scholarships and grants**

#### **Private loans, scholarships, and grants**

#### **Procedure:**

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). Early filing of a FAFSA is encouraged because some sources of financial assistance are limited and are awarded on a first-come, first-served basis.

The Student Financial Aid Department will notify eligible students of their financial aid awards. The student may accept or reject the aid in total or in part. Federal student loans are offered in a pending status and must be accepted by the student in order for the loan to be disbursed. Students may also be required to complete entrance counseling and a master promissory note. Private loans are not offered to all students. Students seeking private loans must apply with the lender of their choice.

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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. Advisors also encourage students to use their student success guide in Canvas and all resources online and on campus in the Student Success Center.

### **Academic Calendar**

Clarkson College publishes academic calendars two years in advance. This section gives you access to these calendars.

#### **May 2023**

1-5 Faculty off campus

- 8 Faculty report
- 9 Adjunct faculty meeting
- 10 Summer orientation for new students
- 11 Summer session begins
- 11 Accelerated course 1st six-week session begins
- 19 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees
- 19 Tuition and fees payment due date
- 24 Census Day (10th day)
- 29 Memorial Day observed (no classes, College closed)

### **June 2023**

- 2 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week Courses
- 9-10 Graduate Weekend (NS 830)
- 9-10 Online PTA Transfer Skills Weekend
- 9 Deadline for fall 2023 graduating student diploma audit application
- 16 Last Day to Withdraw a Course with a "WP" or "WF" (withdraw pass or withdraw fail) Grade for a 6 week Course
- 19 Juneteenth (No Classes, College Closed)
- 21 Accelerated course 1st six-week session ends
- 22 Accelerated course 2nd six-week session begins
- 23 Summer mid-semester grades due
- 23-24 PTA Online Transfer Skills Weekend

### **July 2023**

- 4 Independence Day observed (no classes, College closed)
- 14 Last Day to withdraw a course with a "W" (withdrawal) Grade for 12 week Courses
- 14 Last Day to withdraw a course with a "W" (Withdrawal) for 6 week Courses
- 21-22 PTA Online Transfer Skills Weekend
- 28 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 6 Week and 12 Week Courses
- 28 Graduating students; summer grades due

### **August 2023**

- 2 Summer semester ends
- 2 Accelerated course second six-week session ends

4 Final grades due for summer semester  
5 Clarkson College Commencement (AY 2022/2023 Graduates)  
7-11 Faculty off campus  
14 Faculty report  
15 Adjunct faculty meeting  
16 Fall orientation for new students  
17 Fall semester begins  
17 Accelerated course 1st 7.5-week session begins  
25 Last Day to withdraw from a 15 week course and receive 100% refund of tuition and fees  
25 Tuition and fees payment due date  
31 Census Day (11th day)

### **September 2023**

4 Labor Day (no classes, College closed)  
8-9 PTA Transfer Skills Weekend  
15 Last day to withdraw "W" grade for 7.5 week course  
15 Constitution Day  
22-23 Graduate Weekend (NS 830)  
25-29 Clarkson College Spirit Week  
29 Alumni CEU event  
29 Last day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course  
29-30 PTA Transfer Skills Weekend

### **October 2023**

6 Fall mid-semester grades due  
6 Accelerated course first 7.5-week session ends  
6-7 PTA Transfer Skills Weekend  
9-13 Fall Break Faculty off campus (No Classes, College Open)  
16 Accelerated course second 7.5-week session begins  
27 Last day to withdraw a course with a "W" (Withdrawal) grade for 15 week Course

### **November 2023**

3 Deadline for Spring 2024 graduating student diploma audit application  
3-4 PTA Transfer Skills Weekend



17 Last Day to Withdraw a Course with a "W" (withdrawal) grade  
23-24 Thanksgiving Holiday (no Classes, College closed)

### **December 2023**

1 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 and 15-Week Course  
1 Graduating students; fall grades due  
1-2 PTA Transfer Skills Weekend  
4 BS PTA On Campus Experience  
6 Fall semester ends  
6 Accelerated course second 7.5-week session ends  
8 Final grades due for fall semester  
10-20 Academic Travel Abroad Collaboration (ATAC)  
11-Jan 1 Faculty off campus  
23- Jan 1 Christmas Holiday (College closed)

### **January 2024**

2 Faculty Report  
2 Adjunct Faculty Meeting  
TBD Strategic Planning Day  
3 Spring orientation for new students  
4 Spring semester begins  
4 Accelerated course first 7.5-week session begins  
12 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees  
12 Tuition and fees payment due date  
15 Martin Luther King, Jr. Day observed (no classes, College closed)  
18 Census Day (11th day)

### **February 2024**

2 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course  
2-3 PTA Transfer Skills Weekend  
2-3 Graduate Weekend (NS 830)  
16 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course  
23 Spring mid-semester grades due

23 Accelerated Course 1st - 7.5 week Session Ends  
23-24 PTA Online Transfer Skills Weekend  
26-Mar 1 Spring Break Faculty off campus (No Classes, College Open)

### **March 2024**

4 Accelerated course 2nd - 7.5-week Session Begins  
15 Last day to withdraw a course with a "W" (Withdrawal) grade for 15 Week Courses  
22 Deadline for Summer 2024 Graduating Student Diploma Audit Application  
28 Deadline for August 2024 Graduation Ceremony Application (Spring 2024, Summer 2024 and Fall 2024 Graduate Candidates)  
29 Good Friday (No Classes, College Closed)

### **April 2024**

5 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Courses  
5-6 PTA Transfer Skills Weekend  
18-20 BS PTA On Campus Experience  
19 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) grade for 7.5 and 15 Week Courses  
19 Graduating students; spring grades due  
24 Spring Semester Ends  
24 Accelerated course second 7.5-week session ends  
26 Final Grades Due for Spring Semester  
26 Last Day for 9-month faculty  
26-27 PTA Online Transfer Skills Weekend  
28 - May 9 Academic Travel Traditional

### **May 2024**

6 Faculty Report  
7 Adjunct Faculty Meeting  
8 Summer orientation for new students  
9 Summer session begins  
9 Accelerated course 1st - 6 week session begins  
17 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees  
17 Tuition and fees payment due date  
22 Census Day (10th day)

27 Memorial Day observed (no classes, College closed)  
31 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week courses

### **June 2024**

7-8 Graduate Weekend (NS 830)  
7 Deadline for Fall 2024 graduating student diploma audit application  
14 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 6 Week Course  
14-15 PTA Transfer Skills Weekend  
19 Juneteenth (No Classes, College Closed)  
19 Accelerated course first six-week session ends  
20 Accelerated course second six-week session begins  
21 Summer mid-semester grades due  
21 Last day to withdraw a course with a "W" (Withdrawal) grade for 12 Week Courses

### **July 2024**

4 Independence Day observed (no classes, College closed)  
12 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week Course and 12 week courses  
12-13 PTA Online Transfer Skills Weekend  
26 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) grade for 6 week and 12 week courses  
26 Graduating students; summer grades due  
26-27 PTA Transfer Skills Weekend  
31 Summer semester ends  
31 Accelerated course second six-week session ends

### **August 2024**

2 Final grades due for summer semester  
3 Clarkson College Commencement (AY 2023-2024 Graduates)  
5-7 PTA Transfer Skills Weekend  
5-16 Faculty off campus  
19 Faculty report  
20 Adjunct Faculty Meeting  
21 Fall orientation for new students  
22 Fall semester begins

- 22 Accelerated course first 7.5-week session begins
  - 30 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees
  - 30 Tuition and fees payment due date
- 

### **May 2022**

- 1-12 Academic Travel Traditional
- 3 Final grades due for spring semester
- 3 Last day for nine-month faculty
- 4-10 Faculty off campus
- 11 Faculty report
- 12 Adjunct faculty meeting
- 13 Summer orientation for new students
- 16 Summer session begins
- 16 Accelerated course first six-week session begins
- 20 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees
- 27 Census Day (10th day)
- 30 Memorial Day observed (no classes, College closed)

### **June 2022**

- 3 Tuition and fees payment due date
- 3-4 PTA Online Transfer Skills Weekend
- 10-11 Graduate Weekend (NS 830)
- 10 Deadline for fall 2022 graduating student diploma audit application
- 20 Juneteenth (No Classes, College Closed)
- 20-24 Summer midterm exams
- 24 Last day for 10-month faculty
- 24 Accelerated course first six-week session ends
- 24-25 PTA Online Transfer Skills Weekend
- 27 Accelerated course second six-week session begins
- 29 Summer mid-semester grades due

### **July 2022**

- 1 Last day to withdraw a course with a "W" (Withdrawal) grade
- 4 Independence Day observed (no classes, College closed)

29 Last Day to withdraw a course with a “WP” (Withdrawal Pass) or “WF” (Withdrawal Fail) grade

29 Graduating students; summer grades due

29-30 PTA Online Transfer Skills Weekend

### **August 2022**

5 Summer semester ends

5 Accelerated course second six-week session ends

6 Clarkson College Graduation

9 Final grades due for summer semester

8-12 Faculty off campus

15 Faculty report

16 Adjunct faculty meeting

17 Fall orientation for new students

18 Fall semester begins

18 Accelerated course first 7.5-week session begins

26 Last day to drop from a regular semester course and receive 100% refund of tuition and fees

26 Tuition and fees payment due date

### **September 2022**

1 Census Day (11th day)

5 Labor Day (no classes, College closed)

9-10 PTA Online Transfer Skills Weekend

16 Constitution Day

16 Last day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course

23-24 Graduate Weekend (NS 830)

26-30 Clarkson College Spirit Week

30 Last day to Withdraw a Course with a "WP" or "WF" (withdraw pass or withdraw fail) for 7.5 week course

30 Alumni CEU event

30 - Oct 1 PTA Online Transfer Skills Weekend

### **October 2022**

7 Fall Mid-semester grades due

7 Accelerated Course 1st - 7.5 week Session Ends

10-14 Fall Break Faculty off campus (No classes, College open)

17 Accelerated Course 2nd - 7.5 week Session Begins

28 Last day to "W" (Withdrawal) Grade for 15 Week Course

### **November 2022**

4 Deadline for spring 2023 graduating student diploma audit application

4-5 PTA Online Transfer Skills Weekend

18 Last day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course

24-25 Thanksgiving Holiday (no classes, College closed)

### **December 2022**

2 Last day to Withdraw a Course with a "WP" or "WF" (Withdraw pass or withdraw fail) grade for 7.5 and 15 week course

2 Graduating students: fall grades due

2-3 PTA Online Transfer Skills Weekend

5 BS PTA On Campus Experience

7 Fall semester ends

7 Accelerated course 2nd 7.5-week session ends

9 Final grades due for fall semester

11-21 Academic Travel Abroad Collaboration (ATAC)

12- Jan 2 Faculty off campus

23-Jan 2 Christmas Holiday (College closed)

### **January 2023**

3 Faculty report

3 Adjunct faculty meeting

TBD Strategic Planning Day

4 Spring orientation for new students

5 Spring semester begins

5 Accelerated course 1st 7.5-week session begins

13 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees

13 Tuition and fees payment due date

16 Martin Luther King, Jr. Day observed (no classes, College closed)

19 Census Day (11th day)

27-28 PTA Online Transfer Skills Weekend

## **February 2023**

3-4 Graduate Weekend (NS 830)

3 Last day to Withdraw a Course with a "W" (withdrawal) Grade for 7.5 Week Course

17 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course

17-18 PTA Online Transfer Skills Weekend

24 Spring Midterm Grades Due

24 Accelerated Course 1st 7.5 Week Session Ends

27-Mar 3 Spring Break Faculty Off Campus (No Classes, College Open)

## **March 2023**

6 Accelerated course 2nd 7.5-week session begins

7 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 15 Week Courses

24 Deadline for summer 2023 graduating student diploma audit application

24-25 PTA Online Transfer Skills Weekend

31 Deadline for August 2023 Graduation Ceremony Application (Spring 2023 and Summer 2023 graduation application)

## **April 2023**

6 Last Day to Withdraw a Course with a "W" (Withdrawal;) Grade for 7.5 Week Courses

7 Good Friday (No Classes, College Closed)

13-15 BS PTA Oncampus Experience

21 Last Day to withdraw a course with a "WP" or "WF" (withdraw pass or withdraw fail) grade for 7.5 and 15 week courses

21 Graduating students; Spring Grades Due

21-22 PTA Online Transfer Skills Weekend

26 Spring Semester Ends

26 Accelerated course 2nd 7.5-week session ends

28 Final Grades Due for Spring Semester

28 Last day for 9-month faculty

30-5/11 Academic Travel Abroad (ATA)

## **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>Operating System</b>	Windows 10/11 or Mac OS 10.12	
<b>CPU</b>	Quad-core CPU or better	
<b>RAM</b>	8 GB	8 to 16 GB
<b>Solid State Drive (SSD)</b>	128 GB	256 GB or higher
<b>Wireless</b>	Dual Band with WiFi 4, 5, or 6 capability	
<b>Internet Access</b>	Broadband (Cable, DSL, etc.)	
<b>Sound Card with Speakers</b>	Any	Any
<b>Microphone</b>	Any	Any
<b>Webcam</b>	Any	720p or higher
<b>Printer</b>	Any	Any

**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>	Latest version of Microsoft Office (Free for Clarkson College students through Office 365)
<b>Database*</b>	Access (via Office 365)
<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 Windows Media Player, QuickTime, Java
<b>Other Plug-ins (Required)</b>	Latest version of Adobe Reader
<b>LockDown Browser and Respondus Monitor (Per instructor request)</b>	Free download available from the Canvas Help section.

\* **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. NOTE: Chromebooks are not supported.

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, view an 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 email account for educational purposes. This system is a web-based email 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 email 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
  - Black Student Union
  - Student Government Association
  - Student Ambassadors
  - Physical Therapist Assistant Student Association
  - Radiologic Technology Student Association
  - Student Nurse Association
  - The Salt Company
  - Students for Mature & Responsible Choices
  - Residence Hall Council
-

## **Honor Societies**

### **Delta Chapter of Lambda Nu**

Lambda Nu Honor Society was developed in January 2003. It was designed to recognize students who have demonstrated superior academic performance and who have distinguished themselves as clinical scholars and leaders within the Radiography program.

### **Omicron Epsilon Chapter of Sigma Theta Tau International Honor Society**

The Honor Society of Nursing was chartered as Omicron Epsilon, the 363rd Chapter of Sigma Theta Tau International Honor Society of Nursing, on April 4, 1998. Undergraduate students, graduate students and nurse leaders have been recognized for their academic excellence and leadership with induction into Omicron Epsilon. Together, the members seek to acknowledge excellence, promote leadership, advance nursing knowledge, encourage research use and foster high professional standards. For more information regarding the eligibility requirements, visit the [Honors Societies](#) page on the College website.

### **National Society of Leadership & Success (Sigma Alpha Pi Chapter)**

The Clarkson College chapter of National Society of Leadership & Success (NSLS) Sigma Theta Tau Chapter is an honor society providing professional leadership training to its members. Benefits of membership include success networking teams, success coaches, scholarships, a personalized letter of recommendation, an online job bank, honor cords and stoles, among others. Undergraduate and graduate students with a GPA of 3.0 or higher are invited to join. Membership invitations are sent and orientation sessions are scheduled at the beginning of the fall and spring semesters. For more information, email [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 Enrollment and Advising office on various events and activities throughout the year. They receive a scholarship each semester for their service. Contact [admissions@clarksoncollege.edu](mailto:admissions@clarksoncollege.edu) if you are interested in the Student Ambassador experience.

## **Physical Therapist Assistant Student Association**

The Physical Therapist Assistant Student Association (PTASA) is open to all students enrolled in the Physical Therapist Assistant program. This organization is designed to encourage students to participate in professional and community activities that are educational and allow students an opportunity to promote their profession. Contact Jessica Niemann for more information.

## **Radiography Student Association**

Radiography Student Association (RSA) is the pre-professional organization for students enrolled in the Radiography or Medical Imaging programs at Clarkson College. This organization encourages student involvement in professional activities and promotes professional development at local, regional and national levels.

### **Kelly Eaton**

[EatonKelly@clarksoncollege.edu](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.

SNA 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)

## **Salt Company**

Salt Company 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.

## **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**

### **Veterans Education Benefits**

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>."*

Clarkson College is an approved institution for federal education benefits through the U.S. Department of Veterans Affairs (VA) and committed to assisting all students who are eligible to receive Veterans Administration educational benefits. We welcome all veterans and their eligible spouses and dependents. Clarkson College is participant in the [Yellow Ribbon Program](#) for eligible students.

Veterans and their spouse/dependent are admitted to the Clarkson College under the same admission requirements as other students. Veteran students are expected to attend classes regularly. Students must pursue the curriculum as listed and approved in the College Catalog and maintain satisfactory academic progress (2.0 Cumulative GPA), attendance, and conduct to maintain eligibility for payments. On-campus assistance and information may be obtained from our Veteran Affairs Certifying Official.

Students who are military or military-related are welcome to use the GI Bill®, Military Tuition Assistance, scholarships, grants, student loans, and military education benefits. Students who are military or military-related, are welcome to use all student services available at Clarkson College, whether taking courses on campus, or online

### **The Veterans Benefits and Transition Act of 2018-Section 103 (Forever GI Bill®)**

#### *Utilizing VA GI Bill® Education Benefits*

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Clarkson College will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Clarkson College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Clarkson College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the

VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Clarkson College will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Clarkson College due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

*\*Covered Individual - defined as any individual who is entitled to education assistance under the US Department of Veterans Affairs(VA) Vocational Rehabilitation and Employment (Ch.31), or Post 9/11 GI Bill® (Ch. 33) benefit.*

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## **The Harry W. Colmery Veterans Educational Assistance Act of 2017 (Forever GI Bill®)**

The Harry W. Colmery Veterans Educational Assistance Act of 2017 (Forever GI Bill) changes the way the Post-9/11 GI Bill monthly housing allowance (MHA) is paid. MHA will now be based on the zip code where the student physically takes the majority of classes rather than the zip code of the school's main training location.

### **Principles of Excellence**

Clarkson College is dedicated to continuing our long-standing partnership of serving Service Members, Veterans, Spouses, and Family members. Clarkson College affirms its commitment to assisting our veteran student population, while exercising transparency and full compliance with the individual principles outlined in Executive Order 13607, Principles of Excellence.

Clarkson College is a signatory and abides by the Presidential Executive Order 13607

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

### **Educational Resources**

For information pertaining to your Veterans Education Benefits, contact the VA at [www.gibill.va.gov](http://www.gibill.va.gov) or 1.888.GIBILL1 (1.888.442.4551). They offer assistance 24/7 for VA education benefit questions. To reach a VA Education Case Manager, call 8 a.m.-4 p.m. Monday through Friday.

The St. Louis, Missouri VA Regional Processing Office (RPO) has established an education toll-free phone service for students with VA Educational Benefits. This toll-free number features information for veterans and dependents on your own VA education account with Montgomery GI Bill® (MGIB):

**Chapter 30**

[Active Duty](#)

**Chapter 31**

For questions about Vocational Rehabilitation Education Benefits, Chapter 31, call [800-872-1000](tel:800-872-1000).

**Chapter 33**

[Post 9/11: Veterans and Dependents](#)

**Chapter 35**

[Survivors & Dependents Assistance \(DEA\)](#)

**Chapter 1606**

[Selected Reserve](#)

**Chapter 1607**

[Reserve Educational Assistance \(REAP\)](#)

**Additional Online Resources**

Career Resources

[A Veterans Guide to Getting Hired](#)

[Learn How to Become: Armed Forces Careers](#)

Education Resources

[Military Online Colleges and Universities](#)

[Financial Aid for Veterans](#)

[College Resources for Veterans](#)

Communication Materials

[Monthly Housing Allowance Communications Toolkit](#)

[Monthly Housing Allowance Student Guide](#)

[Monthly Housing Allowance Rate Change infographic](#)

National Veteran Crisis Hotline

<https://www.veteranscrisisline.net/>

Nebraska Department of Veteran Affairs

<https://veterans.nebraska.gov>

GI Bill® Comparison Tool

<https://www.va.gov/education/gi-bill-comparison-tool/>

**Clarkson College - Veteran Services**

**101 South 42 Street, Omaha, NE 68131**

PH 402.552.2746 FX 402.552.6165  
[studentaccounts@clarksoncollege.edu](mailto:studentaccounts@clarksoncollege.edu)

## Technology Resources

Students have access to wireless internet throughout the campus. Study rooms, multi-function printers (print, copy, scan), and shared access computers are available on campus for student use. Interactive technologies in labs and classrooms also provide unique learning opportunities for students. Please refer to the Student Success Guide for computer and other technology requirements.

## Writing Lab

The Clarkson College Writing Lab is a resource for all undergraduate and graduate students—both on campus and online. The Writing Lab serves as a welcoming space for students to receive help on their writing and revisions. If a student is unsure how to begin a paper, how to write a thesis, how to organize their ideas, how to articulate their ideas, how to apply APA style, or if they simply want a second pair of eyes to look over their essay, the Writing Lab can help with all of this and more. The Writing Lab emphasizes the process of writing; rather than correct, edit, or proofread, Writing Lab tutors work *with* writers to build their confidence with writing, as well as to provide them with the skills needed to revise and edit their own writing. To learn more about the hours of operation and scheduling appointments please visit <https://www.clarksoncollege.edu/student-life/campus-services/student-success/writing-lab/> or email any questions to [writinglab@clarksoncollege.edu](mailto:writinglab@clarksoncollege.edu).

## Wellness

Wellness is vital to a healthy and happy life. Whether you are a new or graduate student; just starting out or in the middle of your career; or an employee: Clarkson College recognizes the importance of your wellbeing. The following are used throughout programming and around campus to indicate these vital elements of your wellness and how they can impact your overall quality of life. We recognize eight dimensions of wellness: occupational, emotional, spiritual, environmental, financial, physical, social, and intellectual. Each dimension of wellness is interrelated with others and each is equally vital in the pursuit of optimum health. We believe that each person can reach an optimal level of wellness by understanding how to maintain and optimize each of the dimensions of wellness.

College is a demanding time, and you're facing the challenges of school, work, family obligations, and a social life. If you do not have them already, it is time to establish health and wellness practices that will carry on well into your career after graduation.

You can use this guide to keep your mind and body health now, and throughout your life.

1. **Emotional wellness:** Coping effectively with life and creating satisfying relationships

2. **Environmental wellness:** Good health though pleasant environments that support well being
3. **Financial Wellness:** Satisfaction with current and future financial situations
4. **Intellectual Wellness:** Identifying ways to expand knowledge, abilities and skills
5. **Occupational Wellness:** Personal satisfaction and enrichment from one's work
6. **Physical Wellness:** Recognizing the need for physical activity, proper nutrition, sleep
7. **Social Wellness:** Developing a sense of connection, community, belonging and a support system
8. **Spiritual Wellness:** Expanding our sense of purpose and meaning in life

## **Academic Success**

### **New Student Orientation**

New Student Orientation (NSO) 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 NSO. Dates are sent to each new student before the start of the semester.

New graduate online students will be oriented to the College by participating in NS 799 and MB 799. Additional information for new students can also be found on the [Clarkson College website](#).

All students also have access to the Student Success Guide (SSG 101) in the online Learning Management System (Canvas). These modules are available to students as long as students are enrolled in courses at Clarkson College and should be completed during their first semester, ideally before classes begin. The modules contain information relevant to students during their entire program of study, including history of the College, using Canvas, student success, educational resources and academic programs.

### **Success Center**

The mission of the Dr. J.W. Upright Success Center is to provide College-based resources and support services to assist students in achieving their academic, professional and personal goals during their time at Clarkson College. The Success Center operates under the philosophy that students, regardless of previous success, can and should become better learners.

Some of the major services offered by the Success Center include: learning styles assessment, counseling, academic skill development, [supplemental instruction](#), tutoring, [mentoring](#), and career services. These are all free services to students.

The Success Center, located on the second floor of the main building, also provides individual and group study space. Students are encouraged to take advantage of the Success Center services throughout their collegiate careers. For more information, contact the Success Center at [successcenter@clarksoncollege.edu](mailto:successcenter@clarksoncollege.edu).



## **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. There are two licensed counselors 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**

Counselors can meet with students on campus, online, or over the phone. Students can schedule by phone, email, or in person. 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 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 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.

### **Tutoring**

Academic tutoring is a free service available to all Clarkson College students. Tutoring is offered in the Success Center or online.

### **Mentoring Program**

The Mentoring Program provides first-year students with 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 the program, and every incoming student is invited to participate on a voluntary basis.

## 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, health care-related, and non-health care related positions on the bulletin board outside of the Success Center.

## Testing Center

The Testing Center, located on the second level of the Student Center 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
- Be admitted into an eligible degree-seeking program at Clarkson College
- Be enrolled in at least half-time (undergraduate students: six credit hours; graduate students: three credit hours) for each semester the student wishes to be considered for financial aid
- Be enrolled in courses that fulfill the student's degree requirements
- Submit additional documents or information as requested by the Student Financial Aid department
- Maintain all satisfactory academic progress requirements each academic term
- Certify that federal student aid awards will be used only for educational purposes

## **Award Notifications**

Students who qualify for financial aid and have successfully completed the financial aid application process may view their award notifications online through [My Financial Aid](#) (accessed through the Clarkson College website). My Financial Aid access instructions, log-on ID information and instructions on how obtain your password will be sent to the student the first time financial aid is awarded from Clarkson College. The student's financial aid counselor will send the student notifications of subsequent and revised awards.

My Financial Aid allows the student to view, accept or decline awards and to receive specific information about award offers. The student must accept financial aid award offers through My Financial Aid before the aid can be disbursed. The student also has the option to decline awards or reduce student loan award offers.

### **Disbursement of Financial Aid**

Financial aid will be applied directly to Clarkson College tuition, fees, on-campus housing (if applicable) and other charges before funds will be released to the student for other educational expenses. If financial aid received exceeds the semester charges, a refund will be issued to the student.

If a balance remains after financial aid is received, the student is responsible to pay the outstanding balance by the tuition payment due date.

### **Enrollment Status Requirements for Financial Aid Purposes**

To receive most financial awards, including a student loan, the student must be enrolled at least half-time. Some financial aid awards are prorated based on a student's enrollment status.

#### **Undergraduate Students**

<b>Enrollment Status</b>	<b>Semesters</b>	<b>Credit Hours</b>
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**

<b>Enrollment Status</b>	<b>Semesters</b>	<b>Credit Hours</b>
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, the Clarkson College 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 Option**

In the RN to MSN program option students may have semesters where they enroll in both undergraduate and graduate level coursework at the same time. Students in this program option will be evaluated based on the undergraduate SAP policy standards until they have officially graduated with their bachelor's degree. After that point, students will be evaluated based on the graduate SAP policy standards.

#### **Notification**

Once SAP is calculated after the end of each semester students placed on Warning or Suspension will be notified of their status by letter via U.S. mail and a notice sent to his or her official Clarkson College email.

#### **Reinstatement of Good Standing**

A student who has failed to maintain SAP standards may regain his or her financial aid eligibility (Good Standing) by successfully completing sufficient semester hours and/or attaining the required cumulative grade point average. A student remains ineligible for financial assistance until the semester following his or her attainment of the SAP standards.

## **Federal Work-Study & Loan Programs**

### **Federal Work-Study (FWS) Program**

The Federal Work-Study (FWS) program is funded by both the federal government and Clarkson College. The program provides on-campus employment opportunities for undergraduate students with financial need. An eligible student will be awarded a dollar amount that may be earned each semester. The FWS awards and amounts are determined by Clarkson College. A FWS award is not a guarantee of employment. The student must be eligible for employment with Nebraska Medicine, which includes a successful interview, background check and drug screening. Employment is also contingent upon availability of job openings within the College. To view current Federal Work-Study job openings at Clarkson College, visit the [Clarkson College website](#).

### **Federal Direct Loans**

Federal Direct Loans are federally funded, low interest rate loans that are available to both undergraduate and graduate students. A student's eligibility for a Federal Direct Loan and the amount of the award is determined by Clarkson College based on federal regulations. Several factors are used in the calculation of a student's loan award, including the student's grade level, cost of attendance, enrollment status, expected family contribution (EFC) and other financial aid awarded to the student. A student must file the FAFSA, complete a Master Promissory Note (MPN), complete loan entrance counseling and be enrolled at least half-time to receive a Federal Direct Loan award. Federal Direct Loans are usually awarded for a two-semester loan period. The first disbursement will occur at the beginning of the first semester and the second will occur at beginning of the second semester.

The fixed interest rate on Federal Direct Loans is established through federal regulation and may change for new loans disbursed after July 1 of each year. The U.S. Department of Education charges an up-front loan origination fee on Direct Loans. See the [Clarkson College website for current fee rates](#).

Repayment of Direct Loans (except for PLUS loans) begins six months after the student either graduates or ceases to be enrolled at least half-time. The maximum aggregate (life-time) loan amount a student may borrow under the Federal Direct Loan program is: \$31,000 (no more than \$23,000 of which can be subsidized) for a dependent, undergraduate student; \$57,500 (no more than \$23,000 of which can be subsidized) for an independent, undergraduate student; and \$138,500 for a graduate student.

### **Federal Direct Subsidized Loans**

The interest on a subsidized Federal Direct Loan will begin to accrue when the loan funds are disbursed to the student. However, that interest is paid by the federal government while the student is enrolled at least half-time.

Maximum annual subsidized Direct Loan limits are: \$3,500 for first year undergraduate students; \$4,500 for second year undergraduate students; and \$5,500 for third and fourth year undergraduate students. A student's grade level is determined by the student's current academic status at Clarkson College.

Graduate students are not eligible for subsidized Federal Direct Loans.

### **Federal Direct Unsubsidized Loans**

Unsubsidized Federal Direct Loans are similar to the subsidized Federal Direct Loans except that the student is immediately responsible for payment of the interest on these



loans. Students can make interest payments while in school, or the interest can be capitalized and added to the principal loan balance when the student graduates or ceases to be enrolled at least half-time.

Maximum annual unsubsidized Direct Loan limits are: \$6,000 for first and second year undergraduate students; \$7,000 for third and fourth year undergraduate students; and \$20,500 for graduate students. A student's grade level is determined by the student's current academic status at Clarkson College.

Federal Direct  
Loans - Annual  
Limit

<b>Dependent Students</b>	<b>Subsidized Federal Direct Loan</b>	<b>Unsubsidized Federal Direct Loan</b>	<b>Annual Limit</b>
<b>Freshman</b> (up to 30 semester hours)	\$3,500	\$2,000	\$5,500
<b>Sophomore</b> (31-59 semester hours)	\$4,500	\$2,000	\$6,500<
<b>Junior or Senior</b> (60+ semester hours)	\$5,500	\$2,000	\$7,500
<b>Independent Students</b>	<b>Subsidized Federal Direct Loan</b>	<b>Unsubsidized Federal Direct Loan</b>	<b>Annual Limit</b>
<b>Freshman</b> (up to 30 semester hours)	\$3,500	\$6,000	\$9,500
<b>Sophomore</b> (31-59 semester hours)	\$4,500	\$6,000	\$10,500
<b>Junior or Senior</b> (60+ semester hours)	\$5,500	\$7,000	\$12,500

**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 Loan, regardless of financial need, for each dependent, undergraduate student enrolled at least half-time (six credit hours per semester). A credit check is conducted on all Direct PLUS Loan applicants. To qualify for a Direct PLUS Loan, the parent cannot have an adverse credit history. 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 Loan is established through federal regulations 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, however, the parent can choose to defer repayment on the application. Parents can apply for a PLUS Loan at [www.studentaid.gov](http://www.studentaid.gov). If approved, the parent will need to complete a Master Promissory Note (MPN).

### **Federal Direct Graduate PLUS Loan**

Federal Direct Graduate PLUS Loans are available to graduate students to help pay for educational expenses. A graduate student must be enrolled at least half-time (three credit hours) to borrow from this program. The student may borrow up to his or her estimated cost of attendance, less Federal Direct Stafford Loan amounts and/or other financial assistance received.

The fixed interest rate on a Graduate PLUS is established through Federal regulation and may change for new loans disbursed after July 1 of each year. Repayment usually begins 30-60 days after loan funds are fully disbursed. The borrower may receive a deferment while he or she is enrolled at least half-time at an eligible institution. Deferment requests must be made directly to the loan servicer.

### **Federal Nursing Student Loans**

The Federal Nursing Student Loan is a loan program funded by the U.S. Department of Health and Human Services through the Health Resources and Services Administration (HRSA) and administered by Clarkson College. Loans are awarded to undergraduate nursing students and are based on the student's financial need. The interest rate is fixed at 5% 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 \$25,825.

### **Federal Grant Programs**

The federal government provides a variety of grant programs for undergraduate students. The grants are awarded based on a student's financial need as determined from the student's Free Application for Federal Student Aid (FAFSA).

#### **Federal Pell Grants**

Federal Pell Grants are designed to provide educational financial assistance to those undergraduate students with the greatest financial need. Federal Pell Grants provide the foundation for many financial aid packages to which other federal and non-federal funds can be added. Students who have earned a bachelor's degree are ineligible for a Federal Pell Grant. A student is limited to receive 12 semesters (or its equivalent) of Federal Pell Grants.

#### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students with financial need and have not earned a bachelor's degree. Students receiving a Federal Pell Grant, and who have remaining financial need, will be given priority when awarding FSEOG funds. FSEOG awards and amounts are determined by Clarkson College.

## **State Grant Programs**

### **Nebraska Opportunity Grants**

Nebraska Opportunity Grants (NOG) are funded by the State of Nebraska. The grants are awarded to undergraduate Nebraska resident students who demonstrate financial need as determined from the students' FAFSA results. NOG awards and amounts are determined by Clarkson College. Estimated NOG awards that appear on a student's award letter are contingent upon approval by the Nebraska Coordinating Commission for Postsecondary Education.

### **Undergraduate Merit-Based Scholarships**

Scholarships are awarded each year to students who demonstrate qualities such as—but not limited to—outstanding academic achievement, leadership involvement and financial need. The funds come from multiple sources and do not have to be repaid.

For most scholarships, eligibility for a merit-based and/or need-based scholarship is determined at the time the student is first admitted to an undergraduate program at Clarkson College and are based on prior academic strengths and financial need as determined by the student's FAFSA. Typically, the student will retain scholarship eligibility for subsequent academic years, as long as the following criteria are met:

- Undergraduate student
- Enrolled at least half-time (six credit hours)
- Maintain the [Satisfactory Academic Progress standards](#)
- Maintain minimum grade point average requirements

The first step to be considered for scholarships is to be admitted to Clarkson College in an undergraduate program. We encourage you to apply for admission early with the intent to meet the first application deadline for your program of interest.

### **Academic Scholarships**

[Academic Scholarships](#) are awarded to new, incoming undergraduate students only.

- Must have cumulative GPA of at least 3.0 on 4.0 scale
- Must be an incoming undergraduate Clarkson College student
- Must be granted full acceptance (not conditional) as a degree-seeking undergraduate student at Clarkson College

Clarkson College is selective, and fulfillment of minimum scholarship academic requirements is not a guarantee of award. Students will be considered for scholarships following their acceptance. Students who are accepted early will be given priority. Top candidates may be invited to campus for an interview.

Scholarship amounts are based on the student's full time enrollment status (12 or more credit hours).

### **Gateway to Success Scholarship for Minority Nursing Students**

To be eligible for consideration, a student must have a high school cumulative grade point average of 2.5, be a racial minority student (Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander). The student must be accepted to the Clarkson College traditional Bachelor of Science in Nursing program. The Gateway to Success Scholarship application deadline is March 15. Scholarships awarded will be disbursed in the subsequent academic year (disbursement in the fall and spring semesters). Application forms and a detailed list of requirements are available on the [Clarkson College website](#) and from the Student Financial Aid department.

### **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 email 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
- Dr. Louis and Susan Burgher Endowed
- Gina Dixon Memorial Scholarship
- Carol Engquist Scholarship
- Donna Keller Endowed Scholarship
- Dr. Margaret Lorimor
- Dr. Jenette Smith
- Brown's Medical Imaging

### **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**

Clarkson College Student Ambassadors are students selected to assist the Enrollment and Advising office with recruitment and special College events. Ambassadors receive a \$1,000 scholarship each semester. Ambassador applications are available from the Enrollment and Advising office. Interviews are conducted and Ambassador appointments are made on a space-available basis. Please contact the Enrollment and Advising 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 email describing the scholarship and application process.

Students are encouraged to search for scholarships from other sources outside of Clarkson College. Several websites are available for students to search for scholarship opportunities. A listing of reputable sites is available on the [Clarkson College website](#) and from the Student Financial Aid department.

Clarkson College students are required to report all outside scholarships received to the Student Financial Aid department. In addition, any outside scholarship checks received by students are required to be processed through the Student Financial Aid department.

#### **ITEACH Student Nurse Fellowship**

*Earn \$20,000 and gain valuable work experience while you're in school.*

Every year, Nebraska Medicine selects up to 25 students who are in their first semester of nursing school to be part of the ITEACH Student Nurse Fellowship program. The students gain relevant work experience on a variety of units and specialties while completing their respective nursing programs.

Participants receive \$5,000 in their second, third and fourth semesters to use for tuition, followed by a \$5,000 bonus upon hire. Upon successful completion of the program, they will transition into full-time nursing positions at Nebraska Medicine.

Program benefits include:

- Leadership development
- Career coaching
- Career readiness training
- Hands-on experience
- \$15,000 in sponsorship money
- \$5,000 bonus upon hire

Applicants should embody Nebraska Medicine's ITEACH values. More information can be found on the [ITEACH website](#).

### **Student to Nurse (S2RN) Sponsorship Program in Pediatrics**

At Children's Hospital & Medical Center, the Student to Nurse Pediatric Sponsorship program provides exclusive sponsorship funds and employment to support nursing students who are interested in a pediatric nursing career. Nursing students will be hired into the program before the start of their junior year of nursing school. Benefits of the program include the following:

- \$15,000 in sponsorship for education expenses
- \$5,000 bonus upon start of the Nurse Residency Program
- Sponsorship funds for tuition and fees and or other educational costs provided at key check points
- Paid relevant work experience
- Career readiness training
- Preference for senior preceptorship placement
- Enrollment in the Nurse Residency Program at the start of the S2RN program

More information can be found on the [S2RN Sponsor Program website](#).

### **Air Force ROTC**

Air Force ROTC students are eligible to compete for college scholarships. Students should enroll in Air Force ROTC classes offered at the University of Nebraska at Omaha (UNO). Eligibility and application requirements can be found on [UNO's Air Force ROTC website](#).

For further information about the Air Force ROTC Scholarship programs, please contact UNO ROTC at 402.554.2318 or visit their [website](#).

## Tuition & Fees

### Fall 2022–Summer 2023 Academic Year

Tuition	Cost
Undergraduate Courses	\$632 / credit hour
Nebraska Medicine Partnership Rate: Undergraduate Courses	\$411 / credit hour
Community Educational Partnership: Undergraduate Courses	\$443 / credit hour
Graduate Courses:	\$697 / credit hour
MSN & MHA	\$1051 / credit hour
Nurse Anesthesia DNP & Ed.D.	\$914 / credit hour
Nebraska Medicine Partnership Rate: MSN & MHA Courses	\$453 / credit hour
Nebraska Medicine Partnership Rate: DNP & Ed.D. Courses	\$731 / credit hour
Community Educational Partnership: Graduate Courses	\$488 / credit hour
Community Educational Partnership: DNP & Ed.D. Courses	\$731 / credit hour
Nursing Workforce Educational Rate: RN to BSN and RN to MSN Undergraduate Nursing Courses	\$316 / credit hour
Course & Lab Fee Schedule	Cost
MHA: Cultural Assessment Fee (MB 818)	\$77 / class
MHA: Simulation Fee (MB 836 course fee)	\$15 / class
General Education: Lab Supplies Fee (all General Education labs)	\$40 / lab
Recitation Fee (BI 110.RS, BI 111.RS, BI 210.RS, 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)	\$140 / student

Course & Lab Fee Schedule	Cost
PTA: Board Prep Course Fee (PTA 213)	\$245 / student
PTA: On-campus Experience Lab Fee (PTA 330, PTA 335, PTA 405)	\$60 / class
PTA Lab Videos (PTA 105, PTA105.OE)	\$169 / student
PTA 105.OE – Transfer online student supplies – lab starter kit	\$99 / student
MI Externships (MI 385/475, MI386/476, MI388/478, MI395/471, MI393/470, MI391/481, MI449/450)	\$75 / student
MI Printing Supplies (MI 457)	\$150 / student
RT: Lab Fee (RT 105L, RT 110L, RT 120L, RT 125L, RT 140L)	\$30 / lab
RT: Markers (RT 140)	\$22 / student
RT: NSRT Dues (RT 104)	\$20 / student
RT: Trajecsystem (RT 265, clinical tracking)	\$100 / student
RT: NRST Conference (RT 275)	\$100 / student
RT: RadReview Easy (RT 110L)	\$150 / student
RT: Rad Tech Boot Camp (RT 262)	\$140 / student
RT: One (1) Scrub set Top & Bottom (RT 105L)	\$50 / student
BSN: Lab Fee (NS 126, NS 234, NS 255, NS 335, NS 345, NS 362, NS 454, NS 459)	\$30 / class
Nursing - ATI Testing Fee - (NS 125, NS 233, NS 254, NS 332, NS 334, NS 355, NS 458, NS 467)	\$415/ class
Nursing - Iowa Sing – (NS 126, NS 355)	\$15 / class
MSN: Typhon Only	\$95 / student
MSN: Graduate Weekend and Typhon (NS 830)	\$260 / student



Course & Lab Fee Schedule	Cost
MSN - Cultural Assessment (NS 807)	\$77 / class
MSN: HESI Pre Cert for Nurse Practitioners (NS 852, NS 853, NS 854, NS 860)	\$130 / student
NA - National Online Board Review Course (AN 872)	\$440 / student
Additional Fees & Charges	Cost
Advanced Placement Exam Fee	Varies by exam
Application Fee	\$25 / each
Graduate Application Fee	\$100 / each
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	\$25 / each
Enrollment Fee (first-time students)	\$150 / each
Late Payment Fee (charge per month, max of 4 per semester)	\$35 / each
Late Registration Fee	\$50 / each
Life Learning Evaluation Fee	50 percent of tuition
Transcripts (all students)	\$10 / each
Interprofessional education – IPE Course Fee IPE 301	\$124 / student

\* The student fees for health and safety will be the responsibility of the student per specific program requirements. Estimated expense per student is \$30-125.

Miscellaneous	Cost
Test Proctor Fee (outside 30 mile radius)	Cost varies
Test Proctor Fee (On Campus)	Free
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	See <a href="#">Housing Costs &amp; Contracts</a>

## Out of Pocket Expenses

Nurse Anesthesia	Cost
Research Fee	Cost varies
National Certification Exam	\$995 / student
Master of Science in Nursing	Cost
Certification Fee – AANP	\$315 / student
Certification Fee – ANCC	\$395 / student
Certification Fee – ANCC for HCA	\$395 / student
Certification Fee for NE Only – CNE	\$500 / student
Health Information Management	Cost
HM 108 AHIMA Membership bundled with Book	\$49 / student
HM 368 Virtual lab subscription (bookstore)	\$195 / student
BU 496 ACHE Membership	\$75 / student
HM/BU – EHRGO Subscriptions (bookstore)	\$45-285/subscription type
HM 445/477 - Exam Bundled with Prep Book (bookstore)	\$375
Physical Therapist Assistant	Cost
PTA Board Exam	\$600 / student
Radiography	Cost
RT 265 Clinical Uniforms	\$150 / student
RT 285 AART Certification	\$200 / student
Bachelor of Science in Nursing	Cost
RN NCLEX Exam (BSN)	\$200 / exam
RN Licensure (NE)	\$123 / student
NS 126 – Nursing uniform, pen light, stethoscope, protective equipment	\$927-1288 / student
NS 345 – MyCE Clinical Onboarding	\$45 / student

All Programs	Cost
Castlebranch (account, background check and drug screen)	Vary per program \$14-\$140.00 / student
My CE	\$40 / student

*Note: All tuition, fees, policies and programs are subject to change. Notice of any change will be communicated to students, faculty and staff.*

## **Student Accounts**

### **Student Accounts**

#### **Student Accounts Office**

101 South 42 Street Omaha, NE 68131-2739

**PH** 402.552.3100 **TF** 800.647.5500

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

- Statement of Financial Responsibility
- Clarkson College Student Certification of Financial Responsibility for International Students
- Student Account Payments
- Tuition Billing Statements
- Installment Payment Plan
- Tuition Refund Policy
- Student Account Credit Balance
- Tuition Assistance
- Nebraska Medicine Partnership
- COPPER Nebraska Medicine Employee Tuition Reimbursement
- Vetter Senior Living Partnership

Our goal is to help guide students along their financial path with attending Clarkson College.

We strive to help students understand their Tuition/Fee charges, On-line Tuition payments, Electronic Refunds, Billing statements and Campus Housing charges (if applicable).

### **Statement of Financial Responsibility**

All students are required to sign a Statement of Financial Responsibility. This process is completed prior allowing students to register for semester courses. This Statement outlines the student's financial obligations to the College and serves as the student's acknowledgement of Clarkson College policies related to responsibility of payment for tuition, fees and Campus housing (if applicable), as well as important information related to Federal Financial Aid.

## **Clarkson College Certification of Financial Responsibility for International Students**

International Students new to Clarkson College who require an F-1 Visa must complete the Clarkson College Certification of Financial Responsibility. This must be sent to the Student Accounts office one month prior to enrollment. Submit via email to Student Accounts at [studentaccounts@clarksoncollege.edu](mailto:studentaccounts@clarksoncollege.edu).

International Students new to Clarkson College not utilizing an F-1 Visa or not qualified to receive financial aid must only complete Section IV of the Clarkson College Certification of Financial Responsibility.

International students are required to make advance payment for all tuition, fees and on-campus housing (if applicable) each semester in which the student is enrolled. The student's payment must be received by the Student Accounts office by the fourth day of the semester. If the student's account is not paid in full by the fourth day of the semester, the student will be dropped from all courses on the fifth day of the semester.

Clarkson College accepts direct payment only. Third party billing or alternative payment arrangements are not available to international students.

Clarkson College accepts full payments by cash in U.S. dollars, electronic check, credit/debit card (VISA, Mastercard, Discover and American Express) and U.S. Postal Service money order. Please note any international credit/debit cards have a 4.25% processing fee.

### **Student Account Payments**

Upon registering for classes, students become financially responsible for all tuition, fees and campus housing charges (if applicable). Student account balances must be paid in full or a student must be enrolled in an installment plan, prior to the Tuition & Fee due date. 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 a withdraw from all classes. Late payment fees and Business Office hold will prevent future registration and the ability to receive official transcripts.

Clarkson College accepts cash, check, electronic check, credit/debit card, money order and cashier's check for payment of tuition, fees and campus housing charges. Payments made with cash, check, money order or cashier's check can be made in person or by mail. Payments using a credit/debit card or electronic check are made through the students [Self-Service](#), (TransAct) account. Personal checks returned due to insufficient funds or a closed account will be charged a processing fee to the students account. If a students check is returned, the student may be required to make subsequent payments to Clarkson College with cash, money order or a cashier's check only.

### **Tuition Billing Statements**

Billing statements for tuition, fees and campus housing (if applicable) are available online through [Self-Service](#). It is the student's responsibility to view his/her billing

statement and submit payment by the tuition and fees payment due date. Our office does **not mail** statements .

### **Installment Payment Plan**

An Installment Plan is offered through the student's Transact account. This plan allows students to pay tuition, fees and housing (if applicable) in equal installments. The student must enroll through their Self Service account. The deadline to enroll in the installment plan is one business day prior to the tuition and fees payment due date. A fee for participating in the Installment Plan must be paid at the time of enrollment. Students enrolled in the Installment Plan who do not make payments on time will be withdrawn from the plan and a Business Office hold will be placed on their account.

### **Tuition Refund Policy**

Fees are non-refundable after the first week of the semester. To receive a 100% 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 before end of day on the seventh business day of the session. Tuition refund schedules are available on the [Clarkson College website](#). A change of registration fee will be assessed to the student's account for any change in registration beginning the second week of the session.

To receive a 100% refund of tuition and fees for a 7.5-week session course, the official Change of Registration/Leave of Absence/Withdraw form must be completed and received by the Registrar's before end of day on the fourth business day of the session.

Fees are non-refundable after the fourth business day of the session. A change of registration fee will be assessed to the student's account beginning the fifth day of the session.

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 any remaining balance once the withdrawal has been processed. Refunds are calculated based on the date the completed paperwork is received by the Registrar.

**Note:** *It is strongly recommended that students who are recipients of financial aid consult with their **Financial Aid counselor** prior to withdrawing from any courses. 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 student balance owed to the college.*

### **Tuition Refund Policy for Active Duty Military Personnel**

In accordance with the Clarkson College [Leave of Absence policy](#), Any active duty service member, including a member of a state National Guard or reserve forces or a spouse of a duty service member with dependent children, who is called to perform either state or federal military duty that would interfere with the member's ability to complete the current term of instruction, will be granted a LOA, upon submission of a copy of written orders. LOA's will be granted for the periods of active duty. A LOA is

not granted for voluntary active duty or training when the member could schedule the training to avoid a conflict with school instruction. Academic standing prior to being ordered to military duty will be restored, upon his or her release of duty, without loss of status, academic credits previously earned, scholarships or grants awarded by the college.

### **Housing**

Refunds for Campus housing are handled through the Resident Hall & Student Activities Coordinator at Clarkson College.

### **Textbooks**

Student who are recipients of Financial Aid exceeding the amount of tuition and fees charges have the option to utilize a bookstore voucher. The Bookstore voucher allows students to use financial aid funds to cover the cost of books. The student must have available financial aid funds after all tuition and fees are paid. Please visit the [Clarkson college website](#) or contact Barnes & Noble College at 800.325.3252 for information and FAQ's.

### **Student Account Credit Balance**

A student with a credit balance on his or her account can elect receive their funds through an electronic refund. Students would need to enroll in eRefund through their Self Service account. If enrolled, the funds will be electronically deposited to the financial account information that the student provided.

If a student does not elect this option, a paper check will be mailed to the student's address listed with the Registrar's office.

### **Tuition Assistance**

It is the student's responsibility to contact the Student Accounts office if they are eligible for tuition assistance from an outside source, such as Employer, Veterans Educational Benefits, Workforce Development or Vocational Rehabilitation. However, the Student Accounts office must grant approval before special billing is established. The student must submit a completed Release of Information form before any account information can be shared with an outside party. If the student is receiving employer tuition assistance, all tuition & fees must be paid by the terms tuition and fees due date.

### **Nebraska Medicine Partnership Tuition Information**

Employees, their spouses or dependents (age 23 or younger) of Clarkson College, Nebraska Medicine (NMC, Bellevue), OrthoNebraska and Community Hospital Association, Inc. (Fairfax) may receive the partnership tuition rate, if all other eligibility criteria are met. Private practice physicians who are on the active medical staff of these same hospitals, their spouses or dependents (age 23 or younger) may receive the partnership tuition rate, if all other eligibility criteria are met. The student/employee must be employed at Nebraska Medicine or an affiliate and must be full-time (.9 FTE) or part-time (at least .5 FTE) for six months. Six months employment is calculated based on

employee hire date and first day of the enrolled term. This employment status must be maintained to receive the reduced tuition rate. The Nebraska Medicine Partnership form must be **received each semester**. A Partnership Verification form is complete once signed by both the student and their HR representative.

### **COPPER (Clarkson Optional Payment Plan - Nebraska Medicine 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 completed each semester and submitted to the Student Accounts office before the tuition and fees payment due date. Students can only defer a balance that is less than or equal to their Nebraska Medicine tuition reimbursement calendar year balance. Any remaining balance not covered by Nebraska Medicine employee reimbursement is due on the terms tuition and fees due date.

### **Community Partnership Tuition Information**

Clarkson College is an educational community partner with Vetter Senior Living and Brown's Medical Imaging. Due to the collaboration, Clarkson College offers a partnership tuition rate to all eligible employees, spouses and their dependent children.

Employees, their spouses or dependents (age 23 or younger) of may receive the Community partnership tuition rate, if all other eligibility criteria are met. The student/employee must be employed full-time (.9 FTE) or part-time (at least .5 FTE) for six months. Six months employment is calculated based on employee hire date and first day of the enrolled term. This employment status must be maintained to receive the reduced tuition rate.

The Community Partnership form must be **received each semester**. A Community Partnership Verification form is complete once signed by both the student and their HR representative.

[Community Partnership Verification form](#)

## **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**

Prepare students to professionally and critically address, sustain, and improve community health needs using an interdisciplinary approach.

## Community Health Overview

The interdisciplinary Community Health program prepares students for a variety of community health professions outside of direct patient care in the areas of public health, human services, gerontology, women's health, and health care business. The degree options are offered entirely online with select courses available on campus. Students may complete courses year-round on a full-time or part-time basis. The following Community Health degree options are offered:

- Bachelor of Science in Community Health (Traditional, Post-Associate, Post-Bachelors, Dual Degrees)
- Certificates (Public Health, Human Services, Gerontology, Women's Health)
- Minors (Public Health, Human Services, Gerontology, Women's Health)

## Community Health Program Goals

- Educate students through an interdisciplinary approach to community health populations.
- Provide students with an understanding of how community health systems work.
- Prepare students to drive positive change and improvement in the community
- Provide an online avenue for degree completion and career advancement.

## Program Specific Competency Goals

Upon successful completion of a degree in Community Health, graduates will:

- Demonstrate proficiency in communication by organizing ideas clearly and effectively in written formats. **(Communication)\*\***
- Incorporate communication strategies in collaborative relationships with clients and their families, community organizations, and/or other stakeholders. **(Communication)\*\***
- Utilize critical thinking and problem solving skills to analyze community health needs. **(Critical Thinking)\*\***
- Practice awareness of cultural, ethnic, age, gender, and lifestyle differences. **(Diversity)\*\***
- Utilize evolving technologies proficiently in the planning, implementation, and evaluation of community health care. **(Technology)\*\***
- Demonstrate ethical and professional conduct appropriate to the community health environment. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity and Professionalism.*



## Community Health Degree Options

### Bachelor of Science in Community Health:

The **traditional degree option** is for students with little or no transfer credit. Students complete general education, core, support, and major courses in addition to four of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health and Healthcare Business.

The **post-associate degree option** is offered to students that have previously earned an associate degree from an accredited institution. The **post-bachelors degree option** is offered to students that have already earned a bachelors degree from an accredited insitution. Post-associate and post-bachelors degree students receive 60 direct tranfer credits for general education and concentration courses. Students complete core, support, and major courses and choose one of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health and Healthcare Business.

The **dual degree option** is for students completing multiple degrees at Clarkson College. This option allows credits earned while completing a 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 and Bachelor of Science degree in Community Health
- Dual degree: Associate of Science degree in Radiography and Bachelor of Science degree in Community Health
- Dual degree: Associate of Science in Health Information Technology and Bachelor of Science degree in Community Health
- Dual degree: Bachelor of Science degree in Nursing and 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 20-21 credit hour certificate programs are ideal for current health care practitioners or other individuals seeking to increase their knowledge and enhance their career goals. The certificate program courses were developed and are taught by a multi-disciplinary team of experienced and motivated faculty who are excited about sharing their expertise. Courses are offered year-round on a part-time or full-time basis.

**Public Health** - The certificate option introduces students to the field of public health and provides fundamental knowledge in health promotion and disease prevention, environmental health, and the U.S. health care system. Students learn how to evaluate health programs and initiate change at higher levels.

**Human Services** - This certificate option informs students of the role and purpose of human service agencies, the forces that influence them, and the variety of clients they may serve. Students gain skills in crisis intervention and an understanding of family dynamics, trauma informed care, and working with vulnerable populations.

**Gerontology** - This certificate option provides students with the knowledge about the process of aging and how to help improve the quality of life for the elderly population. Courses offer insight on holistic patient care, and navigating systems and services for the aging.

**Women's Health** - This certificate option provides a comprehensive study of historical and current issues related to the growth and development of women. Health issues, from physical to mental, and from local to global, prepare students to work in a variety of settings.

## **Minors**

Students may earn a minor in conjunction with any Clarkson College degree program. The Community Health minors will complement any major program in a health care related field and will provide the background for students to work in a wide variety of health care settings.

**Public Health** - The Public Health minor is for students interested in disease prevention, health promotion, and emerging issues impacting public health and how changes in our health care systems impact these areas.

**Human Services** - The Human Services minor is for students interested in helping people become more self-sufficient, learn new skills, and access the services they need. Learning how the individual/family exists within their environment provides a platform to identify strengths and modify services to meet their needs.

**Gerontology** - The Gerontology minor is for students interested in the physical, psychological, social, and cultural aspects of the lifelong aging process. Coursework will explore contemporary policies and programs that impact quality of life, how to navigate current regulations, and the fundamentals of long-term care management. Students will also learn how to provide supportive care for patients approaching the end of life.

**Women's Health** - The Women's Health minor is for students interested in the study of historical and current issues related to the growth and development of women. Psychological, social and behavioral influences along with social, political, cultural and geographical factors will be covered.

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## **Bachelor of Science in Community Health, Community-Based Track**

**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 Public Health, Human Services, Gerontology, Women's Health and Healthcare Business.

The **post-associate degree option** is offered to students that have previously earned an associate degree from an accredited institution. The **post-bachelors degree option** is offered to students that have previously earned a bachelors degree from an accredited institution. Post-associate and post-bachelors 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 Public Health, Human Services, Gerontology, Women's Health and Healthcare Business.

The **dual degree option** is for students completing multiple degrees at Clarkson College. This option allows credits earned while completing a 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
- Dual degree: Bachelors of Science degree in Nursing + Bachelors 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 Enrollment and Advising 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, Community-Based Track

### General Education Courses

12 / 13 semester hours Post-Associate and Post-Bachelor's degree students will receive up to 12 direct transfer credits in this section.

Courses	Semester Hours
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">GEN 101 - Strategies for Success</a>	1

Total Semester Hours 12/13\*

\*GEN 101 only required for New Student Experience or Conditional Acceptance

### Support Courses

(25 semester hours)

Courses	Semester Hours
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">ST 310 - Statistics</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a> OR <a href="#">BI 211 - Human Anatomy - Lecture and Lab</a> OR <a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4 4 4
Total Semester Hours	25

### Healthcare 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)

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

### Major Courses

(4 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Total Semester Hours	4

### Additional Major Courses

Traditional students choose four of the five concentration areas to complete.

Post-Associate and Post-Bachelors degree students choose one of the five concentration areas to complete.

Dual degree students choose two of the five concentration areas to complete.

## Public Health Concentration

(18 semester hours)

<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="#">◇ <u>CHL 353 - Community Engagement and Social Change</u></a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
Total Semester Hours	18

## Human Services Concentration

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">◇ <u>CHL 353 - Community Engagement and Social Change</u></a>	3
Total Semester Hours	18

## Gerontology Concentration

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">EA 205 - Death and Dying</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 Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

### **Healthcare Business Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
Total Semester Hours	12

### **Healthcare Business Electives**

Students choose two of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 420 - Long-Term Care Management</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3

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## **Bachelor of Science in Community Health, Pre-Health Professional track**

### **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 interested in applying to dental, medical, pharmacy, physician assistant, physical therapy, or occupational therapy programs complete the corresponding health science concentration. Each contains the science and/or math courses typically required for admission into those health professional programs.



Along with the selected health science concentration, students complete general education, core, support, and major courses in addition to one of the five concentrations which include Public Health, Human Services, Gerontology, Women's Health and Healthcare Business. (Note: students interested in occupational therapy complete two concentrations to meet required credit hours.)

The **dual degree option** is for students completing multiple degrees at Clarkson College. This option allows credits earned while completing a 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
- Dual degree: Bachelors of Science degree in Nursing + Bachelors 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 Enrollment and Advising 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, Pre-Health Professional track

#### General Education Courses

12 / 13 semester hours Post-Associate and Post-Bachelor's degree students will receive up to 12 direct transfer credits in this section.

Courses	Semester Hours
<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="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">GEN 101 - Strategies for Success</a>	1

Total Semester Hours 12/13\*

\*GEN 101 only required for New Student Experience or Conditional Acceptance

### **Support Courses**

(25 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">ST 310 - Statistics</a>	3
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
<a href="#">SO 101 - Introduction to Sociology</a>	3
Electives	1
Total Semester Hours	25

## Healthcare Core

Students choose one course from each of the following Core groups (9 semester hours): Intercultural Communication (IC); Humanities (HU); and Ethics, Empathy, and Advocacy (EA).

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

## Major Courses

(4 semester hours)

Courses	Semester Hours
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Total Semester Hours	4

## Additional Major Courses

Concentrations (choose one 18-hour concentration; Occupational Therapy will choose two)

### Public Health Concentration

(18 semester hours)

Courses	Semester Hours
<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 353 - Community Engagement and Social Change</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
Total Semester Hours	18

### **Human Services Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
Total Semester Hours	18

### **Gerontology Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">EA 205 - Death and Dying</a>	3
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

### **Healthcare Business Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 262 - Business Communication and Marketing</a>	3
Total Semester Hours	12

### Healthcare Business Electives

Students choose two of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 420 - Long-Term Care Management</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3

**Health Science Concentrations (will be tailored specifically to the program student is pursuing)**

### Dental – Health Science Concentration

(43 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - Lecture and Lab</a>	4
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
Total Semester Hours	43

### Dental - Electives

Select 11 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">BI 310 - Genetics</a>	3
<a href="#">MA 140 - Calculus</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies

PY - Psychology Electives                varies

GEN, HC, ST - General Education      varies  
Electives

### Medical - Health Science Concentration

(43 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - 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="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
Total Semester Hours	43

### Medical - Electives

Select 11 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">BI 310 - Genetics</a>	3
<a href="#">MA 140 - Calculus</a>	4



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies  
 PY - Psychology Electives                varies  
 GEN, HC, ST - General Education      varies  
 Electives

### **Pharmacy - Health Science Concentration**

(36 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - 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="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">MA 140 - Calculus</a>	4

### **Pharmacy - Electives**

Select 18 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">BI 310 - Genetics</a>	3
<a href="#">CH 270 - Biochemistry</a>	3
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies

PY - Psychology Electives              varies

GEN, HC, ST - General Education  
Electives                                      varies

### **Physician Assistant - Health Science Concentration**

(35 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - Lecture and Lab</a>	4

<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="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3

### **Physician Assistant - Electives**

Select 19 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 310 - Genetics</a>	3
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">MA 140 - Calculus</a>	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies

PY - Psychology Electives                varies

GEN, HC, ST - General Education varies  
Electives

### Physical Therapy - Health Science Concentration

(38 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - 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="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">PY 200 - Human Development</a>	3

### Physical Therapy - Electives

Select 16 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 310 - Genetics</a>	3
<a href="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
<a href="#">MA 140 - Calculus</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies

PY - Psychology Electives              varies

GEN, HC, ST - General Education  
Electives                                      varies

### **Occupational Therapy - Health Science Concentration**

(26 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - 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="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">PY 200 - Human Development</a>	3

### **Occupational Therapy - Electives**

Select 10 semester hours from the following courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">CH 151 - General Chemistry II - Lecture and Lab</a>	4
<a href="#">BI 310 - Genetics</a>	3
<a href="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">MA 140 - Calculus</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">GEN 300 - Research Methods for Health and Social Sciences</a>	3
<a href="#">BU 121 - Survey of Economics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

CHL- Community Health Electives      varies  
 PY - Psychology Electives              varies  
 GEN, HC, ST - General Education  
 Electives                                      varies

## **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

### Public Health Minor

18 semester hours

Courses	Semester Hours
<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 353 - Community Engagement and Social Change</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3

### Human Services Minor

18 semester hours

Courses	Semester Hours
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
◇ <a href="#">CHL 244 - Vulnerable Populations</a>	3
◇ <a href="#">CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 243 - Trauma Informed Care</a> OR	3
<a href="#">PY 200 - Human Development</a>	3

### Gerontology Minor

18 semester hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">EA 205 - Death and Dying</a>	3
<a href="#">CHL 330 - Health and Physical Aspects of Aging</a>	3
<a href="#">CHL 334 - Managing Care of the Older Adult</a>	3
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1

### **Women's Health Minor**

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 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 265 - Literary Perspectives of Women's Health</a>	3
<a href="#">CHL 365 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1

### **Pre-Health Professional Minor**

Select 24 semester hours from the following

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a>	4
<a href="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 151 - General Chemistry II - 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="#">CH 240 - Organic Chemistry I - Lecture and Lab</a>	4
<a href="#">CH 241 - Organic Chemistry - Lecture and Lab</a>	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
<a href="#">PHY 205 - Physics II - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 300 - Immunology</a>	2
<a href="#">BI 301 - Kinesiology</a>	3
<a href="#">BI 310 - Genetics</a>	3
<a href="#">MA 140 - Calculus</a>	4

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## Gerontology Certificate

### Director of Community Health

Sarah Flanagan MSW, MPA, LCSW

**PH** 402.552.6875 **TF** 800.647.5500

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

The Gerontology Certificate program option 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 Enrollment and Advising office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

## Required Courses for Gerontology Certificate

### General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an associate's degree or higher in a health care-related field may have the prerequisites waived after review by the admitting program director.

Courses	Semester Hours
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology</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 241 - Programs, Services and Policies in Aging</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="#">EA 205 - Death and Dying</a>	3
◇ <a href="#">CHL 400 - Community Health Fieldwork (concentration related)</a> OR <a href="#">EA Core - Ethics, Empathy and Advocacy</a> OR <a href="#">CHL 244 - Vulnerable Populations</a>	2 3 3

Students choose 6 credits from the following:

Courses	Semester Hours
<a href="#">CHL 334 - Managing Care of the Older Adult</a>	3
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
<a href="#">PTA 370 - Acute to Chronic Care in Physical Therapy</a>	3

**Total Semester Hours: 20-21**

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## Human Services Certificate

### Director of Community Health

Sarah Flanagan MSW, MPA, LCSW

PH 402.552.6875 TF 800.647.5500

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

The online Human Services Certificate program is for students interested in helping vulnerable clients access the resources they need to become healthy and self-sufficient. Whether desiring to work in clinical environments, community agencies, or the nonprofit sector, students gain valuable insight into understanding how to better work with clients/families of varied backgrounds.

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Human Services Certificate

#### General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an associate's degree or higher in a health care-related field may have the prerequisites waived after review by the admitting program director.

Courses	Semester Hours
<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 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology</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="#">CHL 266 - Social Policy and Human Services</a>	3
◇ <a href="#">CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
◇ <a href="#">CHL 353 - Community Engagement and Social Change</a>	3
◇ <a href="#">CHL 400 - Community Health Fieldwork (concentration related)</a> OR	2
<a href="#">EA Core - Ethics, Empathy and Advocacy</a> AND	3
<a href="#">CHL 243 - Trauma Informed Care</a> OR	3
<a href="#">PY 200 - Human Development</a>	3

**Total Semester Hours: 20-21**

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### Public Health Certificate

**Director of Community Health**  
Sarah Flanagan MSW, MPA, LCSW  
**PH** 402.552.6875 **TF** 800.647.5500  
[FlanaganSarah@clarksoncollege.edu](mailto:FlanaganSarah@clarksoncollege.edu)

The online Public Health certificate program aims to increase students' knowledge of effective practices and disease prevention tactics that protect the public from harm and promote health throughout the state, the nation and the world. Students learn about disease prevention, health promotion, emerging issues impacting public health, and how changes in our health care systems impact these areas.

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Public Health Certificate

#### General Education courses

These courses are available at Clarkson College or qualifying courses may transfer. Students with an associates degree or higher in a health care-related field may have the prerequisites waived after review by the admitting program director.

Courses	Semester Hours
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology</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="#">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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a> OR	2
<a href="#">EA Core - Ethics, Empathy and Advocacy</a> OR	3
<a href="#">CHL 244 - Vulnerable Populations</a>	3

**Total Semester Hours: 20-21**

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## **Women's Health Certificate**

### **Director of Community Health**

Sarah Flanagan MSW, MPA, LCSW

PH 402.552.6875 TF 800.647.5500

[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. Students learn about psychological, social and behavioral issues along with social, political, cultural and geographical factors influencing women in the U.S. and abroad.

### **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

### **Required Courses for Women's Health Certificate**

#### **General Education courses**

These courses are available at Clarkson College or qualifying courses may transfer. Students with an associate's degree or higher in a health care related field may have the prerequisites waived after review by the admitting program director.

<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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">HM 224 - Anatomy and Physiology</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="#">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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
◇ <a href="#">CHL 400 - Community Health Fieldwork (concentration related)</a> OR <a href="#">EA Core - Ethics, Empathy and Advocacy</a> OR <a href="#">CHL 244 - Vulnerable Populations</a>	2 3 3

**Total Semester Hours: 20-21**

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### Dual Degree - Bachelor of Science in Nursing and Bachelor of Science in Community Health

The Bachelor of Science in Nursing and Bachelor of Science in Community Health dual degree is geared toward students who have an interest in working in a public health setting. This dual program provides students the opportunity to broaden their understanding of health care and expand on their nursing degree by focusing on one of

these Community Health concentrations: Public Health, Human Services, Gerontology, Women's Health or Healthcare Business.

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

### Curriculum Requirements

To complete a Bachelor of Science degree in Nursing and Bachelor of Science degree in Community Health, students must successfully complete a total of 148/149 semester hours. These hours are distributed as follows:

- **General Education = 33/34 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Support Courses = 30 semester hours**
- **Community Health Major Courses = 4 semester hours**
- **Nursing Degree Coursework = 63 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 - Bachelor of Science in Nursing and Bachelor of Science in Community Health

#### General Education Courses

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



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 101 - Strategies for Success</a>	1
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">BI 122 - Nutrition Science</a>	3
<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="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
Total Semester Hours	25

### Core Courses

\*Student choose one from each category

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

### Support Courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CH 110 - Fundamentals of Chemistry - 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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
Total Semester Hours	30

### **Nursing Major Courses**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 118 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory</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 161 - Introduction to Population-Based Public Health Nursing: Theory Online</a>	1
<a href="#">NS 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 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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 332 - Behavioral Health Continuum of Care: Theory</a>	2
<a href="#">NS 333 - Behavioral Health Continuum of Care: Clinical</a>	2
<a href="#">NS 334 - Nursing Care of Women and Child-bearing Families: Theory</a>	2
<a href="#">NS 335 - Nursing Care of Women and Child-bearing Families: Clinical</a>	2
<a href="#">NS 336 - Family-Centered Nursing Care of Children: Theory</a>	2
<a href="#">NS 337 - Family-Centered Nursing Care of Children: Clinical</a>	2
<a href="#">NS 346 - Evidence-Based Inquiry in Healthcare</a>	2
<a href="#">NS 361 - Program Management and Care of the Client in the Community: Theory Online</a>	1
<a href="#">◇ NS 362 - Program Management and Care of the Client in the Community: Clinical</a>	1
<a href="#">NS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online</a>	2
<a href="#">NS 454 - Population Health Nursing-Global Health and Health Policy: Clinical</a>	1
<a href="#">NS 467 - Transition to Practice</a>	1
<a href="#">NS 458 - Concepts of Complex Multisystem Clients I: Theory</a>	3
<a href="#">NS 459 - Concepts of Complex Multisystem Clients I: Clinical</a>	3
<a href="#">NS 470 - Concepts of Complex Multisystem Clients II: Theory</a>	3
<a href="#">NS 483 - Principles of Leadership and Management: Theory Online</a>	2
<a href="#">NS 473 - Preceptorship: Clinical</a>	4
<a href="#">NS 474 - Pharmacology III</a>	1
Total Semester Hours	63

## Community Health Major Courses

Courses	Semester Hours
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Total Semester Hours	4

### Additional Major Courses (by concentration)

Dual degree students choose ONE of the five concentration areas to complete plus additional electives if needed to maintain total required credits.

### Public Health Concentration

18 Semester Hours

Courses	Semester Hours
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">CHL 250 - Epidemiology</a>	3
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
Total Semester Hours	18

### Human Services Concentration

18 Semester Hours

Courses	Semester Hours
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
Total Semester Hours	18

### **Gerontology Concentration**

18 Semester Hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">EA 205 - Death and Dying</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 Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
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

<b>Courses</b>	<b>Semester Hours</b>
<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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

### Healthcare Business Concentration

18 Semester Hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2

Students select two of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 420 - Long-Term Care Management</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3

Courses	Semester Hours
<a href="#">BU 411 - Operations and Quality Management</a>	3

## Undergraduate Community Health Courses

### CHL 241 - Programs, Services and Policies in Aging

An overview of the impact of policy related to the aging population in the U.S. Students will examine the role of legislative mandates, as well as the availability of programs and services for older adults at individual, community and societal levels.

**Semester hours: 3**

### CHL 243 - Trauma Informed Care

Students will learn the statistics, dynamics and typical effects of personal trauma and its impact on health. Using the Trauma Informed Care framework, students will be given the opportunity to learn to adjust their approach to interacting with patients and clients.

**Semester hours: 3**

### CHL 244 - Vulnerable Populations

This course will address human services practices and policy focusing on historical and current developments and content of the key social, legislative and governmental programs designed for groups in need across the lifespan. The course will consider factors that contribute to vulnerability. Students will explore and identify the eligibility requirements, barriers and provisions of the programs related to vulnerable populations.

**This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### CHL 245 - Family Dynamics

This course serves to examine relationships within family systems across the life span, and their reciprocal relationship with cultural and societal dynamics. An overview of family systems theory will serve as the foundation for exploring topics such as healthy relationships, problem solving, communication, conflict resolution, decision-making, time- and stress-management.

**Semester hours: 1**

### **CHL 248 - Introduction to Grant Writing**

Grant writing is an important skill for professionals in a variety of settings. Students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals and identifying assessment plans.

**Semester hours: 2**

### **CHL 249 - Crisis Intervention**

This seminar addresses different types of crises that may impact individuals, families or communities. A framework for assessing and intervening is offered and integrated throughout the following possible topics: substance abuse, mental health, medical crisis, acts of violence, natural disasters, death and loss. Information on family dynamics, self-care, stress relief and coping is included.

**Semester hours: 1**

### **CHL 250 - Epidemiology**

This is a foundational course for health professionals in the field of infection control in all health care settings. This course integrates microbiology, infection prevention, and patient care practices as applied to a population-focused practice. It provides major emphasis on risk identification and prevention strategies.

**Semester hours: 3**

### **CHL 251 - Environmental Risk Factors and Disease**

This course investigates physical, chemical and biological risk factors that may contribute to human disease. Disease processes, manipulation of the environment to prevent disease, and therapeutic interventions to cure diseases will be discussed.

**Semester hours: 3**

### **CHL 252 - Information and Referral**

The objective of this class is to help students gain an understanding of how to effectively and efficiently identify appropriate resources for their clients/patients in need. Students will explore ways to help people in need identify their difficulties and create a co-planned approach to possible community assistance. Students will learn how to advocate for their clients/patients and gain an understanding and practice of bringing people and services together.

**Semester hours: 2**

### **CHL 253 - Understanding the Criminal Justice System**

This course explores the historical development, current operation and future trends of criminal justice. Students will begin to understand the major components of the system: police, courts and corrections. Students will develop an awareness of the intersection of



health care and the criminal justice system, focusing on both mental health issues and health disparities.

**Semester hours: 2**

### **CHL 260 - Evolution of Women's Health**

This course provides an introduction to women's health. A review of the historical and current issues related to the growth and development of women and the barriers to maintain a healthy lifestyle throughout the lifespan.

**Semester hours: 3**

### **CHL 261 - Women's Health in Contemporary Society**

This course examines psychological, social, and behavioral influences on women's health. It focuses on the relationship between lifestyle factors and mental and physical health in women. Topics covered include high-risk health behaviors, stress, weight, sexuality, fertility, and promoting health and wellness among women.

**Semester hours: 3**

### **CHL 265 - Literary Perspectives of Women's Health**

This survey course explores women's health as portrayed in literature, including the multiple challenges women face in a health care context, particularly, though not limited to, women as the health care patient and women as the health care provider. Students will analyze literature both past and present to illuminate the complications and significance inherent in women's health.

**Semester hours: 3**

### **CHL 266 - Social Policy and Human Services**

This course will provide an overview of social policy and its impact on the development, design and delivery of human services in the United States. Students will evaluate the role, history and theory of human services, as well as the policies and programs that help or hinder positive individual, family and community development. Pertinent skills, knowledge, attitudes and values of the human service worker will also be examined.

**Semester hours: 3**

### **CHL 330 - Health and Physical Aspects of Aging**

This course will explore the anatomy and physiology of adult body systems, age-related changes in structure and function and age-related disorders. Epidemiology of the major chronic diseases, risk factors, methods of prevention and current methods of treatment will be discussed. Students will also learn about the impact of physical activity and recreation, nutrition and infection control on health and disease in the aging population.

**Semester hours: 3**

### **CHL 333 - Psychological and Social Aspects of Aging**

This course provides an overview of the psychological and social aspects of aging. The demographics of aging and the impact of aging on social institutions will be examined. This course provides an analysis of the individual and society, and an exploration of the changing roles and status of the aging population. It addresses both normal aging and psychopathology. Implications for cultural diversity and at-risk populations will also be explored.

**Semester hours: 3**

### **CHL 334 - Managing Care of the Older Adult**

This course surveys contemporary policies, programs and services for an aging population and explores the impacts of an aging society on financial planning and retirement. Students, caregivers, professionals, family members and friends are equipped with information to provide quality care for elderly people while taking care of their own needs for support and rest. Focus is on understanding a multidisciplinary approach to community, home and institution-based care which addresses social and ethical issues, problems, policies and programs that affect the quality of life for our rapidly aging population. This course explores specific health needs of aging individuals and assists students in identifying techniques and strategies used in developing programs for the older adult.

**Semester hours: 3**

### **CHL 335 - Seminar in Gerontology**

This is an integrative course in which students will apply knowledge gained in earlier coursework to gerontology related areas such as advocacy, culture, mental and physical health, vulnerability, education, economic, social, and legal issues.

**Semester hours: 1**

### **CHL 353 - Community Engagement and Social Change**

This course will look at the concepts of community building and health improvement. Students will identify strategies for stakeholder outreach and implementation of community health initiatives. Active public engagement will assist with the exploration and identification of established programs within a community of interest. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### **CHL 355 - Health Program Planning and Evaluation**

This course builds upon knowledge gained from previous coursework. Students have the opportunity to learn more about collecting data from a variety of sources which is integral to health program planning. Theoretical program planning and development for

comprehensive health programs are#addressed.# Strategies for monitoring the program as well as program#evaluation are also#analyzed.

**Semester hours: 3**

**Prerequisites:**

- [BU 470](#) - Issues and Policies in Public Health
- [CHL 250](#) - Epidemiology
- [CHL 251](#) - Environmental Risk Factors and Disease

### **CHL 362 - Global Issues in Women's Health**

This course examines women's health with an emphasis on global issues. Social, political, economic, cultural and geographical factors influencing women's health will be explored. Students will examine the basic health needs of all women and compare the availability of and types of services in different parts of the world.

**Semester hours: 3**

### **CHL 364 - Mental Health of Women Throughout the Lifespan**

This course examines the mental health of women throughout the lifespan, considering strengths and challenges related to life events and family roles. Topics such as sleep and self-care, substance abuse, co-dependency, anxiety, post-partum depression and empty-nest phenomena will be explored. Additionally, the effects of violence against women will be discussed to examine how violence affects the mental health of women.

**Semester hours: 3**

### **CHL 365 - 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 - Pharmacology in Women's Health**

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 - Preventative & Restorative Topics for Women**

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 400 - 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. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 2

**Restrictions and Notes:**

- Graded Pass / No Pass

### **CHL 401 - Community Health Capstone (concentration related)**

The capstone experience requires students to conduct programmatic research and develop a service project in their area of professional interest. Students must gain permission from the advisor before enrolling.

**Semester hours:** 2

**Restrictions and Notes:**

- Graded Pass / No Pass

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## **Education & Leadership**

**Director, Education & Leadership**

Regina M. Toman, PhD, SHRM-CP

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## **Doctor of Education (Ed.D.) in Healthcare Education & Leadership**

**Director, Education & Leadership**

Regina M. Toman, PhD, SHRM-CP

PH 402.552.7253 TF 800.647.5500

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## Program Overview

Graduates of the Doctor of Education (Ed.D.) in Healthcare Education & Leadership program are prepared to advance, excel, and lead in their professions as health care educators, administrators, practitioners or researchers. Faculty scholars committed to student success teach the broad-based, interdisciplinary curriculum focused on strategic and diverse leadership, health care education, learning theories, organizational development and behavior, policy and law, health care economics, and interprofessional education (IPE). Courses in quantitative, qualitative and applied research equip students to pursue original research of their choice through the dissertation process. Doctoral candidates progress through the dissertation journey with individualized guidance and support.

Offered fully online with no on-campus requirements, the 51-credit program provides opportunities to engage with doctoral students and faculty located throughout the state, region and country, representing a rich and varied array of experience and knowledge. Progression through the program is possible on a full- or part-time basis, or a combination of the two. (See Full- and Part-Time Curriculum Plans below.)

## Program-Specific Competency Goals

Upon successful completion of the Clarkson College Doctor of Education (Ed.D.) in Healthcare Education & Leadership 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 Enrollment and Advising office, the Clarkson College website, or the [Academic Policies & Procedures](#) (AD-1).

## Recommended Prerequisite or Corequisite

The completion of a minimum of three credit hours of graduate-level statistics prior to starting the Ed.D. program is recommended. Alternatively, three credit hours of graduate-level statistics could be completed in conjunction with other EDD courses during 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 of Education (Ed.D.) in Healthcare Education & Leadership

### IPE Course

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

### Research Courses

(9 semester hours)

Courses	Semester Hours
<a href="#">EDD 908 - Quantitative Research Methods</a>	3
<a href="#">EDD 909 - Qualitative Research Methods</a>	3
<a href="#">EDD 910 - Applied Research</a>	3
Total Semester Hours	9

## Content Courses

(33 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 915 - Outcomes of Healthcare in a Global Society</a>	3
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	3
<a href="#">EDD 929 - Healthcare and Education Policy and Law</a>	3
<a href="#">◇ EDD 932 - Leadership</a>	3
<a href="#">EDD 934 - Learning Theories and Adult Education Methods</a>	3
<a href="#">EDD 937 - Curriculum and Program Development and Assessment</a>	3
<a href="#">EDD 938 - Leadership and Diversity</a>	3
<a href="#">EDD 939 - Strategic Leadership</a>	3
<a href="#">EDD 945 - Healthcare Economics and Financial Management</a>	3
<a href="#">EDD 960 - Trends and Issues in Healthcare Education</a>	3
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3
Total Semester Hours	33

## Dissertation Courses

(9 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<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

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	9

**Curriculum Plan of Required Courses for the Doctor of Education (Ed.D.) in Healthcare Education & Leadership | Full-time, Fall Start\***

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 909 - Qualitative Research Methods</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 908 - Quantitative Research Methods</a>	3
<a href="#">EDD 915 - Outcomes of Healthcare in a Global Society</a>	3
Total Semester Hours	6

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	3
<a href="#">EDD 960 - Trends and Issues in Healthcare Education</a>	3
Total Semester Hours	6

**Second Year**

**First Semester**



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 910 - Applied Research</a>	3
<a href="#">EDD 920 - Doctoral Seminar I</a>	1
<a href="#">EDD 934 - Learning Theories and Adult Education Methods</a>	3
Total Semester Hours	7

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 921 - Doctoral Seminar II</a>	2
<a href="#">EDD 937 - Curriculum and Program Development and Assessment</a>	3
<a href="#">EDD 938 - Leadership and Diversity</a>	3
Total Semester Hours	8

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 939 - Strategic Leadership</a>	3
<a href="#">EDD 968 - Managing Organizational Conflict</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 922 - Doctoral Seminar III</a>	2
<a href="#">EDD 945 - Healthcare Economics and Financial Management</a>	3
<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
<a href="#">EDD 929 - Healthcare and Education Policy and Law</a>	3
<a href="#">EDD 976 - Dissertation III</a>	1
Total Semester Hours	5

**Curriculum Plan of Required Courses for the Doctor of Education (Ed.D.) in Healthcare Education & Leadership | Part-time, Fall Start\***

**First Year**

**First Semester**

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

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 915 - Outcomes of Healthcare 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 Healthcare Education</a>	3
Total Semester Hours	3

**Second Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 909 - Qualitative Research Methods</a>	3
Total Semester Hours	3

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 908 - Quantitative Research Methods</a>	3
Total Semester Hours	3

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 910 - Applied Research</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 920 - Doctoral Seminar I</a>	1
<a href="#">EDD 938 - Leadership and Diversity</a>	3
Total Semester Hours	4

#### Third Semester

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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 939 - Strategic Leadership</a>	3
Total Semester Hours	5

#### **Fourth Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 934 - Learning Theories and Adult Education Methods</a>	3
<a href="#">EDD 974 - Dissertation I</a>	1
Total Semester Hours	4

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 937 - Curriculum and Program Development and Assessment</a>	3
Total Semester Hours	3

##### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	3
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3
Total Semester Hours	6

#### **Fifth Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 922 - Doctoral Seminar III</a>	2
<a href="#">EDD 975 - Dissertation II</a>	1
Total Semester Hours	3

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 923 - Doctoral Seminar IV</a>	1
<a href="#">EDD 929 - Healthcare and Education Policy and Law</a>	3
<a href="#">EDD 976 - Dissertation III</a>	1
Total Semester Hours	5

## Post-Graduate Certificate in Leadership

The Clarkson College Post-Graduate Certificate in Leadership equips students with graduate-level knowledge, skills and competencies necessary to advance and excel in their personal and professional leadership development. Coursework focused on leadership, diversity, organizational systems, strategic planning, communication and change management empowers students to effectively lead and facilitate change in a variety of health care and educational settings.

### Admission Policies

A master's degree or higher from an accredited institution is required for enrollment in the Clarkson College Post-Graduate Certificate in Leadership.

Enrollment in Clarkson College programs is limited through a selective admissions process. Admission policies and procedures are available from the Enrollment and Advising office, College website, or [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Post-Graduate Certificate in Leadership

#### Curriculum

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ EDD 932 - Leadership</a>	3
<a href="#">EDD 980 - Independent Study in Leadership</a>	3
<a href="#">EDD 938 - Leadership and Diversity</a>	3
<a href="#">EDD 939 - Strategic Leadership</a>	3
<a href="#">EDD 918 - Organizational Systems and Behavior</a>	3
<a href="#">EDD 968 - Managing Organizational Conflict</a>	3

**Total Credit Hours: 16-18**

## **Doctoral Education & Leadership Courses**

### **EDD 908 - Quantitative Research Methods**

The purpose of this course is to provide students with a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data. In addition to methodological considerations, the course examines the social, political and ethical dimensions of designing and executing research in general and applied research in particular.

**Semester hours: 3**

### **EDD 909 - Qualitative Research Methods**

This course trains graduate students in qualitative research methodology from conceptualization through design and data collection processes for use in their doctoral studies and as an applied research methodology for problem investigation, problem solving and evaluation in a variety of fields. The course includes a thorough discussion of qualitative research design and the role of theory in guiding and informing research design. The course begins with research problems, questions and design considerations and follows with study of various qualitative research methods.

**Semester hours: 3**

### **EDD 910 - Applied Research**

This course in advanced research provides students with knowledge and skills for understanding, analyzing and designing research at the doctorate level. Students explore the application of research to the practice setting. Quantitative, qualitative and mixed-method research designs and methods are analyzed. Ethical and social change implications of conducting research, producing knowledge and engaging in scholarship are emphasized. Students will synthesize and apply their knowledge and skills of applied research.

**Semester hours: 3**

**Co-requisites:**

- [EDD 920](#) - Doctoral Seminar I

### **EDD 915 - Outcomes of Healthcare 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, is discussed. Emphasis is placed on the roles of health care practitioners and health care facilities in providing health care equity.

**Semester hours: 3**

## **EDD 918 - Organizational Systems and Behavior**

This course will review a variety of organizational systems and structures primarily from the human behavior and communication perspectives. Topics include history of organizations, how organizational meaning is created and sustained, communications, group dynamics, leadership, power, organizational design and development, and organizational culture. Particular attention will be paid to application of relevant concepts through organizational change in health care and educational settings.

**Semester hours:** 3

## **EDD 920 - Doctoral Seminar I**

This course focuses on the dissertation process and a review of the literature surrounding the student's proposed topic. The student's 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 focuses on scientific inquiry, the formulation of a dissertation proposal, and the IRB application process. Study methodology and the content of the dissertation chapters are addressed.

**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.

**Semester hours:** 2

**Prerequisites:**

- [EDD 921](#) - Doctoral Seminar II

**Restrictions and Notes:**

- Dissertation research data collection must be complete before beginning EDD 922.

### **EDD 923 - Doctoral Seminar IV**

This course focuses on the completion of the dissertation. Content, format issues and recommendations for further research are discussed. Dissemination of the dissertation outcome and possible outlets for publication are covered.

**Semester hours:** 1

**Prerequisites:**

- [EDD 922](#) - Doctoral Seminar III

### **EDD 929 - Healthcare and Education Policy and Law**

This course examines principles and practice of law in relation to academic and health care organizations. Application of legal issues for effective business practice will be explored.

**Semester hours:** 3

### **EDD 932 - Leadership**

This course focuses on theories of leadership and their application for organizational effectiveness occurring in the context of modern society by initiating and reacting to change. The course is designed to provide a foundation in leadership theory, development and application, as well as a framework to further develop the knowledge, skills and attitudes required of future educational leaders. Emphasis is placed on the interaction of organizational culture, leadership styles, and change, as well as the impact of such interaction on the community. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

### **EDD 934 - Learning Theories and Adult Education Methods**

In this class, learners focus on the principles of learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills and ethics. Additionally, learners review current developments in the field of adult education, training and workplace learning.

**Semester hours:** 3

### **EDD 937 - Curriculum and Program Development and Assessment**

This course examines curriculum and program design and development in educational and corporate training settings. Attention is given to learning theories and strategies for adult and non-traditional learners. Attention is also given to assessment at the program level for continuous improvement and accreditation purposes.



**Semester hours: 3**

### **EDD 938 - Leadership and Diversity**

This course addresses the issues of leading people in the global marketplace. In addition, it includes a focus on understanding the impact of cultural differences, comparing and contrasting domestic and multinational leadership challenges, and a review of current multinational leadership.

**Semester hours: 3**

### **EDD 939 - Strategic Leadership**

This course is designed to help students develop a mental map of how to think about organizations strategically. The emphasis will be on exerting influence through strategy, strategic communication, organizational design and systems theory.

**Semester hours: 3**

### **EDD 945 - Healthcare Economics and Financial Management**

This course will enable learners to apply the tools of budgeting, finance and strategy to address challenges faced by administrators/directors in higher educational and health care settings. Topics will include the 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 Healthcare 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 the critical review of educational and leadership issues.

**Semester hours: 3**

### **EDD 968 - Managing Organizational Conflict**

This course is designed to present a variety of theories used to mediate conflict at various social and psychological levels. The causes, manifestations of organizational conflict and intervention techniques will be presented. Learners will apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders.

**Semester hours: 3**

#### **Prerequisites:**

- [EDD 918](#) - Organizational Systems and Behavior

## **EDD 974 - Dissertation I**

This course is the first of three that culminate 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. During this term, the Doctoral Candidate should present their proposed dissertation research to the Dissertation Committee and the Institutional Review Board (IRB). Approvals from both are required before beginning the study and collecting any data. The dissertation will be defended in an open forum to an inter-professional committee.

**Semester hours:** 1

**Prerequisites:**

- [EDD 921](#) - Doctoral Seminar II

**Restrictions and Notes:**

- The EdD Comprehensive Exam must be passed before starting EDD 974.

## **EDD 975 - Dissertation II**

This course is the second of three that culminate 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 that culminate 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 999 - Dissertation Completion**

EDD 999 is a one-credit elective designed to provide additional time for work on the dissertation. Enrollment in EDD 999 requires approval of the EdD Program Director and the student's Dissertation Committee Chair.

**Semester hours:** 1

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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 Healthcare Core, ensure that we provide the foundations necessary for successful progression through each of the Clarkson College 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.

## General Education Course 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 the Clarkson College student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity and Professionalism.*

## Healthcare Core Curriculum

Our Healthcare 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

**All undergraduate students will complete one course from each of the following Healthcare Core categories at Clarkson College (these courses may not be transferred):**

### **Intercultural Communication (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 215 Community-Based Cultural Exploration**
- **IC 220 Communicating Confidently Across Cultures**

## **Humanities**

Clarkson College offers a variety of humanities courses to broaden each student's perspective of self and others. These courses emphasize that human knowledge, particularly in the areas of health and medicine, is constantly changing; only those who understand origins, context, causality, and trends will be prepared to innovate in the future. These courses are designed for all students, regardless of previous knowledge and experience.

- **HU 200 A Cultural History of the Healing Arts**
- **HU 205 The History of Science, Technology and Medicine**
- **HU 210 American Social Movements**
- **HU 215 Academic Travel Abroad Humanities**
- **HU 220 World Religions**

## **Ethics, Empathy and Advocacy**

Clarkson College offers a variety of courses to develop an understanding of patients' rights on a deeper level by examining biomedical and social ethics through special populations that typically require greater advocacy. These courses emphasize how the health care system reflects the broader culture and its values. They are designed to meet the needs of all students in the health care field, regardless of experience level.

- **EA 200 Biomedical Ethics in Healthcare**
- **EA 205 Death and Dying**
- **EA 210 American Poverty and Healthcare**
- **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 Healthcare Core courses from each category (outlined above) is required for students in an undergraduate program. Students have the option to choose additional Healthcare Core, General Education or Community Health courses for elective credit.

## **Undergraduate General Education Courses**

### **BI 110 - Fundamentals of Biology I - Lecture and Lab**

Fundamentals of Biology I is an introduction to the major biological themes essential to understanding life processes. Topics include: scientific method, chemical basis of life, cell structure, cellular metabolism and energy release, DNA, protein synthesis and gene expression.

**Semester hours:** 4

### **BI 111 - Fundamentals of Biology II - Lecture and Lab**

Fundamentals of Biology II is a continuation of Fundamentals of Biology I. Topics include: cellular reproduction, inherited traits, chromosomes, genomes, evolution, survey of life forms, and animal reproduction and development.

**Semester hours:** 4

**Prerequisites:**

- [BI 110](#) - Fundamentals of Biology I - Lecture and Lab

### **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](#) - Fundamentals of Chemistry - Lecture and Lab

## **BI 210.RS - Microbiology Recitation**

Microbiology Recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

**Semester hours:** 0

**Co-requisites:**

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

**Restrictions and Notes:**

- Required for New Student Experience (NSE) students as outlined in Policy AA-62:  
1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

## **BI 211 - Human Anatomy - Lecture and Lab**

Students will gain important concepts about human anatomy in preparation for their degree program coursework. Because knowledge of the human anatomy is essential in understanding and practicing methods used in their skill, anatomy will provide students anatomical foundation they will need to become successful as a student and a future practitioner.

**Semester hours:** 4

## **BI 211.RS - Human Anatomy Recitation**

Human Anatomy Recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

**Semester hours:** 0

**Co-requisites:**

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

**Restrictions and Notes:**

- Required for New Student Experience (NSE) students as outlined in Policy AA-62:  
1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of

semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

### **BI 213 - Human Physiology - Lecture and Lab**

Human Physiology is a rigorous course designed for students pursuing health care careers. This course will provide a foundation of basic principles necessary for pathophysiology and pharmacology, as well as the study of related health care subjects. Emphasis is placed on relating anatomy to physiology, system connections, homeostatic mechanisms and clinical applications that will impact future patients. Instructional activities in lecture and lab are integrated to facilitate the application of basic principles and critical thinking to the health care field.

**Semester hours:** 4

**Prerequisites:**

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

**Restrictions and Notes:**

- CH 110 and BI 211 are required for undergraduate nursing majors.

### **BI 213.RS - Human Physiology Recitation**

Human Physiology Recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

**Semester hours:** 0

**Co-requisites:**

- [BI 213](#) - Human Physiology - Lecture and Lab

**Restrictions and Notes:**

- Required for New Student Experience (NSE) students as outlined in Policy AA-62:  
1. Students who graduated high school within one (1) year of their start date.  
2. Students who bring in less than 12 hours of transferrable credit (based on start of semester)  
3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

### **BI 300 - Immunology**

Immunology is a study of the principles of immunology, including development of the immune system, innate immunity, antigen-antibody reactions, T cell-mediated immunity, host defense, humoral responses, effector mechanisms, immunological tolerance and



autoimmunity, responses against tumors and transplants, hypersensitivity responses, and congenital and acquired immunodeficiencies.

**Semester hours: 2**

**Prerequisites:**

- [BI 110](#) - Fundamentals of Biology I - Lecture and Lab
- [BI 111](#) - Fundamentals of Biology II - Lecture and Lab
- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab

### **BI 301 - Kinesiology**

Kinesiology is a study of joint structure, joint function, and the biomechanical principles of human motion, including normal gait and selected pathological gait patterns. Emphasis is placed on the interaction between biomechanical and kinesiological factors in musculoskeletal and neuromuscular function.

**Semester hours: 3**

**Prerequisites:**

- [BI 111](#) - Fundamentals of Biology II - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab

### **BI 310 - Genetics**

Genetics is a study of the basic principles of genetics, including the structure and function of DNA, genes, chromosomes, genetic inheritance, gene action, and genetic control of cellular processes. These basic genetic principles will be applied to human populations and disease.

**Semester hours: 3**

**Prerequisites:**

- [BI 110](#) - Fundamentals of Biology I - Lecture and Lab
- [BI 111](#) - Fundamentals of Biology II - Lecture and Lab

### **CH 110 - Fundamentals of Chemistry - Lecture and Lab**

This course provides an introduction to the topics of inorganic chemistry, organic chemistry and biochemistry. Topics include: atomic structure and bonding; chemical reactions; nomenclature; gases; solutions; acids; bases and buffers; the function and structure of carbohydrates; lipids; proteins and nucleic acids; metabolic pathways and energy production. Emphasis will be placed on topics that relate to health care professions.

**Semester hours: 4**

**Prerequisites:**

- [MA 130](#) - College Algebra

**Restrictions and Notes:**

- MA 130 may be take concurrently or prior to CH 110

**CH 110.RS - General Chemistry Recitation**

Chemistry recitation meets for one hour each week to reinforce the concepts and knowledge discussed in the lecture course. Topics such as study skills, reading, note-taking, time management and test-taking strategies are explored in conjunction with course content. Recitation also provides students an opportunity to ask questions and practice new skills in a small group environment.

**Semester hours:** 0

**Co-requisites:**

- [CH 110](#) - Fundamentals of Chemistry - Lecture and Lab

**Restrictions and Notes:**

- Required for New Student Experience (NSE) students as outlined in Policy AA-62:  
1. Students who graduated high school within one (1) year of their start date. 2. Students who bring in less than 12 hours of transferrable credit (based on start of semester) 3. Students admitted with one of the following GPAs (based on date of acceptance): a. High school GPA < 3.5 b. College GPA < 3.25

**CH 150 - General Chemistry - Lecture and Lab**

General Chemistry I is a study of the structure of matter, periodicity, formulas, atomic structure, chemical bonding, molecular structure, chemical equations, stoichiometry, periodic law, introductory thermodynamics, and properties of selected elements.

**Semester hours:** 4

**Prerequisites:**

- [MA 130](#) - College Algebra

**CH 151 - General Chemistry II - Lecture and Lab**

General Chemistry II is a continuation of General Chemistry I. This will include a study of the behavior of gases, solids and liquids, kinetics and equilibrium, solution chemistry, acids and bases, solubility, electrochemistry, and an introduction to classical quantitative methods of analysis.

**Semester hours:** 4

**Prerequisites:**

- [CH 150](#) - General Chemistry - Lecture and Lab

### **CH 240 - Organic Chemistry I - Lecture and Lab**

Organic Chemistry I is a study of the chemistry of carbon, including nomenclature, vocabulary, functional groups, and types of organic reactions.

**Semester hours:** 4

**Prerequisites:**

- [CH 150](#) - General Chemistry - Lecture and Lab
- [CH 151](#) - General Chemistry II - Lecture and Lab

### **CH 241 - Organic Chemistry - Lecture and Lab**

Organic Chemistry II is a continuation of Organic Chemistry I. This class will include a study of organic reaction mechanisms and advanced analytical procedures, such as spectroscopy and nuclear magnetic resonance (NMR).

**Semester hours:** 4

**Prerequisites:**

- [CH 240](#) - Organic Chemistry I - Lecture and Lab

### **CH 270 - Biochemistry**

Biochemistry is a study of biomolecules, including enzymology, cellular metabolism, and gene expression.

**Semester hours:** 3

**Prerequisites:**

- [BI 110](#) - Fundamentals of Biology I - Lecture and Lab
- [BI 111](#) - Fundamentals of Biology II - Lecture and Lab
- [CH 150](#) - General Chemistry - Lecture and Lab
- [CH 151](#) - General Chemistry II - Lecture and Lab
- [CH 240](#) - Organic Chemistry I - Lecture and Lab

### **EA 200 - Healthcare 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. Information includes topics such as grief theories, developmental responses to loss, and a holistic approach to end-of-life processes. 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 Healthcare**

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 provides 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. Students examine the history, causes, consequences, and treatments of abnormal behavior, recognizing that normal and abnormal behaviors are usually the result of both physiological and psychological factors, and understanding the neuroscience, medical, mental health, and pragmatic implications of these disorders.

**Semester hours:** 3

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

- PY 320 is a prerequisite for Psychology majors.

### **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

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

- Healthcare Core courses must be taken at Clarkson College.

#### **Course Options:**

- [EA 200](#) - Healthcare Ethics

- [EA 205](#) - Death and Dying
- [EA 210](#) - American Poverty and Healthcare
- [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**

### **GEN 150 - Bridge to Healthcare**

This course focuses on interdisciplinary strategies for achieving success in college. Emphasis is placed on student success strategies and personal responsibility. Students will be introduced to intercultural competence, health care ethics, a variety of health care fields, and the importance of working as part of an interprofessional team. A strong focus on Clarkson College Values will guide course discussions and assignments.

**Semester hours: 2**

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

- This course is open to high school juniors and seniors.

### **GEN 202 - Managing Academic Success**

The Managing Academic Success course provides students with semester-long support to examine academic concerns and perceived barriers to success. Throughout the semester, students will assess their strengths and opportunities for growth. Students will create, implement and complete a personalized plan of action to achieve success.

**Semester hours: 0**

### **GEN 251 - Wellness for the Healthcare Professional**

This is an integrative course in which students will learn about and practice wellness and lifestyle medicine in many variations. Students will explore College, community and personal resources that relate to the domains of wellness. This course uses a holistic approach to empower individuals to live healthier, more balanced lives as students and into their professional health care careers. Students may elect to take this course for one, two or three credit hours and course work will be adjusted accordingly.

**Semester hours: 2**

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

- Students may elect to take this course for 1, 2 or 3 credit hours.

### **GEN 300 - Research Methods for Health and Social Sciences**

This course introduces students to the design methods typically used for conducting research, including which research methods are suitable for specific studies. The course also includes a basic review of descriptive, correlational, and inferential statistics. Students will become proficient in computer analysis of data sets, study design, and study critique.

**Semester hours: 3**

**Prerequisites:**

- [EN 101](#) - English Composition I
- [MA 130](#) - College Algebra
- [ST 310](#) - Statistics

**Restrictions and Notes:**

- PY 101 and PY 230 are prerequisites for Psychology majors.

**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 - 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 Healthcare 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, firsthand look at the history, arts and cultural identity of the country or countries on the itinerary. It also traces the history of healing in that country, including a visit to a hospital or clinic for students to interact with providers, educators and students from another system.

**Semester hours:** 3

### **HU 220 - World Religions**

This course is a survey of world religions with an emphasis on the role faith and spirituality plays in a person’s life. Questions of evil, suffering and death, as well as the virtue of serving and tending the sick, will be examined in a health care context.

**Semester hours:** 3

### **HU 290 - Special Topics in Humanities**

Taken through Academic Travel Abroad (ATA), 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 (ATA), 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

**Restrictions and Notes:**

- Healthcare Core courses must be taken at Clarkson College.

**Course Options:**

- [HU 200](#) - A Cultural History of the Healing Arts
- [HU 205](#) - History of Science, Technology and Medicine
- [HU 210](#) - American Social Movements
- [HU 215](#) - Academic Travel Abroad Humanities
- [HU 220](#) - World Religions

**IC 200 - Developing Cultural Competence**

This course serves students who are relatively new to the health care field or those with limited professional experience interacting with others of different racial, ethnic, linguistic or religious backgrounds. IC 200 introduces patient interactions, focusing on patient-centered techniques and building professional cultural competence. This course seeks to increase student self-assessment and reflection, considering ongoing professional growth. Course focus is on holistic patient assessment, identifying the influencing factors in patient health, illness and treatment. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

**IC 210 - Patient Engagement, Medicine and Mass Media**

This course introduces the theory and practice of patient communication within health care settings. Students in this course will analyze the role and importance of communication within a variety of health care 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 health care - from the individual level, to the organizational and political levels. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### **IC 215 - Community Based Cultural Exploration**

This course takes the student on a journey of the local area to learn about different cultures, religious faiths and ethnic populations through an immersion experience. The course is a balanced approach with reading, study and classroom activities designed to enhance the student's ability to interact with patients of diverse backgrounds; with community-based explorations through field trips, tours and guest speakers. Activities will focus on patient-centered techniques and holistic patient assessment. Students must have access to transportation for off-campus activities and be willing to comply with business/professional dress code expectations as needed out of cultural respect. This is a designated service course. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### **IC 220 - Communicating Confidently Across Cultures**

This course will prepare students for effective and confident intercultural communication with a variety of populations, including patients, coworkers and the broader community. This course introduces intercultural based communication interactions, including verbal, nonverbal, conflict resolution, interpersonal, group interaction and communication apprehension. This course seeks to increase the effectiveness of student self-presentation in cultural and health contexts. Course focus is on increasing confidence, knowledge and experience in all intercultural communication aspects. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### **IC Core - Intercultural Communication**

Clarkson College offers a variety of Intercultural Communication courses, designed specifically to meet the needs of all students, whether relatively new to the health care field, or those with more experience. These courses emphasize the value in learning how to interact effectively with others in the culturally diverse and beautifully complex world in which we live and prepare to work. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

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

- Healthcare Core courses must be taken at Clarkson College.

#### **Course Options:**

- [IC 200](#) - Developing Cultural Competence
- [IC 210](#) - Patient Engagement, Medicine and Mass Media
- [IC 215](#) - Community Based Cultural Exploration
- [IC 220](#) - Communicating Confidently Across Cultures

### **IPE 301 - Interprofessional Education**

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

**Semester hours:** 0

### **MA 130 - College Algebra**

This course provides the background necessary for health care majors. Topics include: functions and their inverses; polynomial, radical, exponential, and rational expressions; polynomial, rational, exponential and logarithmic equations; graphing linear, quadratic, exponential and logarithmic functions; and an introduction to statistics.

**Semester hours:** 3

### **MA 140 - Calculus**

A study of functions, limits, and derivative and integral calculus with applications to the health care field.

**Semester hours:** 4

**Prerequisites:**

- [MA 130](#) - College Algebra

### **PHY 205 - Physics II - Lecture and Lab**

Physics II is a continuation of Physics I. This class will include a study of electricity, magnetism, simple circuits, optics, special relativity, and modern physics.

**Semester hours:** 4

**Prerequisites:**

- [PHY 200](#) - Physics I - Lecture and Lab

## **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 Healthcare 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 Healthcare 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 Healthcare 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 Healthcare**

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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## **Healthcare Administration & Management**

### **Director of Healthcare Business**

Carla Dirkschneider, M.S., RHIA

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

### **Introduction**

Clarkson College recognizes the numerous changes that have evolved in the healthcare 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 Healthcare Administration & Management program options are designed to develop the knowledge, leadership and critical thinking skills for individuals to become successful in business and healthcare work environments. Program options range from certificate programs to a master's degree in Healthcare Administration. Clarkson College also has a bachelor degrees in Healthcare Business Management. We'll help you choose an educational plan that is right for you. Because many of our programs are offered online, you'll have as much flexibility and convenience as you need.

## Mission

The mission of the Healthcare Administration & Management program is to prepare students for leadership roles in healthcare delivery systems through high quality, ethical and compassionate health business education.

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## Healthcare Business Minor

### Director of Healthcare Business

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In conjunction with any Clarkson College degree program, students may earn a business minor. The minor in Healthcare Business complements any major program in a health care-related field and provides the fundamental knowledge needed to apply basic business management principles.

## Required Courses for Healthcare Business Minor

### Curriculum Requirements

Seventeen semester hours of foundation courses provide you with general business knowledge. The business minor courses may also be applied toward General Education electives. All courses are 7.5-weeks or 6-weeks in duration.

Courses	Semester Hours
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
Total Semester Hours	17

**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.

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## **Bachelor of Science in Healthcare Business with major in Management**

### **Director of Healthcare Business**

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### **Introduction**

The Bachelor of Science in Healthcare 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 healthcare work environments.

### **Program Specific Competency Goals**

Upon completion of the Bachelor of Science in Healthcare 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 the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### **Curriculum Requirements**

In order to complete a Bachelor of Science in Healthcare Business degree with a major in Management at Clarkson College, students must successfully complete a total of 120 semester hours. These hours must be distributed as follows:

- **General Education = 65 semester hours** (which include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Support Courses = 5 semester hours**
- **Business Major Courses = 44 semester hours**
- **Healthcare Business Elective Courses = 6 semester hours**

The Clarkson College Bachelor's degree in Healthcare Business with major in Management operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5-weeks in length in the fall and spring and 6 weeks in the summer.

### **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/Bachelor of Science in Healthcare Business with a major in Management (128 total credit hours)
- Dual Degree: Associate of Science in Health Information Technology/Bachelor of Science in Healthcare Business with a major in Management (120 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 Healthcare Business with major in Management**

#### **General Education Courses**

(65 semester hours) IC, HU, EA courses and electives are offered in the 7.5-week or 6-week format or full-semester format (15 or 12 weeks in duration) depending on the course.



<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 - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - 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
Electives	41
Total Semester Hours	65

### Support Courses

(5 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
Total Semester Hours	5

### Business Major Courses

(44 semester hours) All courses are 7.5 weeks or 6 weeks in duration besides BU499, which is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<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="#">BU 450 - Strategic Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	44

### Healthcare Business Elective Courses

(Choose 6 hours of the following 37 semester hours) All courses are 7.5 weeks or 6 weeks in duration besides BU496, which is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 420 - Long-Term Care Management</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 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
Total Semester Hours	28

### **Sample Curriculum Plan for the Bachelor's in Healthcare Business with Major in Management Traditional Option**

#### **First Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 101 - English Composition I</a>	3
Electives	3
Total Semester Hours	13

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">HM 215 - Data Management</a>	3
Electives	3
Total Semester Hours	12

##### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">EN 102 - English Composition II</a>	3
Electives	3
Total Semester Hours	12

## Second Year

### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
Electives	3
Total Semester Hours	12

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Electives	6
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 310 - Statistics</a>	3
Electives	9
Total Semester Hours	12

### Third Year

#### First Semester

Courses	Semester Hours
<a href="#">PY 101 - Introduction to Psychology</a>	3
Electives	9
Total Semester Hours	12

#### Second Semester

Courses	Semester Hours
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
Electives	3
Total Semester Hours	12

#### Third Semester

Courses	Semester Hours
<a href="#">HM 360 - Compliance and Legal Applications</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 425 - Project Management</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 499 - Capstone</a>	3

<b>Courses</b>	<b>Semester Hours</b>
Electives	3
Total Semester Hours	12

**Total Semester Hours - 120**

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

### **Director of Healthcare Business**

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### **Introduction**

The Bachelor of Science in Healthcare 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 healthcare-specific business knowledge, leadership and critical thinking skills for individuals to become successful in business and healthcare work environments.

### **Program Specific Competency Goals**

Upon completion of the Bachelor of Science in Healthcare 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 the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Curriculum Requirements

In order to complete a Bachelor of Science in Healthcare Business degree with a major in Management (Transfer Option) at Clarkson College, students must successfully complete a total of 120 semester hours. These hours must be distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Previous Associate Degree Coursework = 50 semester hours**
- **Support Courses = 5 semester hours**
- **Business Major Courses = 44 semester hours**

The Clarkson College Bachelor's degree in Healthcare Business with major in Management operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

## 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 Healthcare Business with a major in Management - Transfer Option

### General Education Courses

(21 semester hours) IC, HU, EA courses and electives are offered in the 7.5-week or 6-week format or full-semester format (15 or 12 weeks in duration) depending on the course.

<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 - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	50
Total Semester Hours	71

### Support Courses

(5 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
Total Semester Hours	5

### Business Major Courses

(44 semester hours) All courses are 7.5 weeks or 6 weeks in duration besides BU499, which is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<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="#">BU 450 - Strategic Management</a>	3
<a href="#">BU 499 - Capstone</a>	3
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	44

### **Sample Curriculum Plan for the Bachelor's in Healthcare Business with Major in Management Transfer Option**

#### **First Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">MA 130 - College Algebra</a>	3
Total Semester Hours	13

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">HM 215 - Data Management</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	12

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
Total Semester Hours	12

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 375 - Concepts of Leadership</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">ST 310 - Statistics</a>	3
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">BU 499 - Capstone</a>	3
Total Semester Hours	9

**Total Semester Hours - 120**

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## Master in Healthcare Administration

### Director of Healthcare Business

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### Introduction

Clarkson College offers an online master's degree in Healthcare 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 health care administration. **(Technology)\*\***
- Maintain the highest ethical, professional and legal standards of conduct. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Online Curriculum**

The Clarkson College online master's degree is designed to be a flexible learning environment. Online education 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 Healthcare Administration at Clarkson College, students must successfully complete a total of 39 semester hours. These hours must be distributed as follows:

- **Major Requirement Courses = 27 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 9 semester hours**

The Clarkson College Master's degree in Healthcare Administration program operates on an academic calendar using semester hours. In addition, the Healthcare Administration degree operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

## **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 in Healthcare Administration

### Major Requirement Courses

(27 semester hours) All classes are 7.5 weeks or 6 weeks in duration

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 802 - Healthcare Delivery Systems</a>	3
<a href="#">MB 808 - Healthcare Leadership</a>	3
◊ <a href="#">MB 818 - Organizational Behavior</a>	3
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 837 - Leading Change</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	27

### Capstone Experience

(3 semester hours) Course is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 900 - Capstone</a>	3
Total Semester Hours	3

## Major Electives

Students must choose a total of 9 semester hours as part of the degree. All classes are 7.5 weeks or 6 weeks in duration. MB899 & MB903 are only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
<a href="#">MB 813 - Healthcare Law and Policy</a>	3
<a href="#">MB 819 - Human Resources</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">MB 839 - Healthcare Reimbursement</a>	3
<a href="#">MB 845 - Management of Health Information</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3
<a href="#">MB 848 - Systems and Database Design</a>	3
<a href="#">MB 850 - Healthcare Information Systems</a>	3
<a href="#">MB 899 - Independent Study for Healthcare Administration</a>	1
<a href="#">◇ MB 903 - Internship</a>	3
Electives	9
Total Semester Hours	37

## Sample Curriculum Plan for the Masters in Healthcare Administration Program

### First Year

#### First Semester

Courses	Semester Hours
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3
Total Semester Hours	6

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ MB 818 - Organizational Behavior</a>	3
<a href="#">MB 837 - Leading Change</a>	3
Total Semester Hours	6

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
Total Semester Hours	6

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 802 - Healthcare Delivery Systems</a>	3
Electives	3
Total Semester Hours	6

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
Electives	3
Total Semester Hours	6

#### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
Electives	3

Courses	Semester Hours
Total Semester Hours	6

### Third Year

#### First Semester

Courses	Semester Hours
<a href="#">MB 900 - Capstone</a>	3
Total Semester Hours	3

**Total Semester Hours - 39**

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## Post-Master's Certificate in Healthcare Administration

### Director of Healthcare Business

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### Post-Master's Certificate Option

The purpose of the Post-Masters certificate program option is to provide opportunities for students who already have an advanced degree to gain knowledge within a specialty at Clarkson College. The Post-Master's certificate represents the student's successful completion of the required courses in healthcare administration, which equals 21 credit hours.

The Clarkson College Master's degree in Healthcare Administration program option operates on an academic calendar using semester hours. In addition, the Healthcare Administration degree operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

### Program Specific Competency Goals

Upon completion of the Post-Master's Certificate in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)\*\***
- Interpret, synthesize and apply concepts to evaluate and solve a variety of real-world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)\*\***
- Communicate thoughts and ideas effectively. **(Communication)\*\***



- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)\*\***
- Demonstrate an appropriate working knowledge of computer applications commonly used in health care administration. **(Technology)\*\***
- Maintain the highest ethical, professional and legal standards of conduct. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [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 Healthcare Administration

### Required Courses

All classes are 7.5 weeks or 6 weeks in duration

Courses	Semester Hours
<a href="#">MB 798 - Fundamentals of Scholarly Writing in APA</a>	1
<a href="#">MB 800 - Ethics in Leadership</a>	2
Total Semester Hours	3

## Required Elective Courses

Students will select six classes or 18 credit hours to complete the certificate program.  
All classes are 7.5 weeks or 6 weeks in duration

Courses	Semester Hours
<a href="#">MB 802 - Healthcare Delivery Systems</a>	3
<a href="#">MB 808 - Healthcare Leadership</a>	3
<a href="#">◇ MB 818 - Organizational Behavior</a>	3
<a href="#">MB 813 - Healthcare Law and Policy</a>	3
<a href="#">MB 819 - Human Resources</a>	3
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">MB 837 - Leading Change</a>	3
<a href="#">MB 839 - Healthcare Reimbursement</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3

**Total Semester Hours 18**

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## Graduate Certificate in Healthcare Informatics

### Director of Healthcare Business

Carla Dirkschneider, M.S., RHIA

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### Graduate Certificate Option

The purpose of the Graduate Certificate option is to provide additional opportunities for students who have gained a baccalaureate degree or for current graduate students to gain knowledge within a specialty at Clarkson College. The Healthcare Informatics Graduate Certificate represents the student's successful completion of the required courses in the content area of informatics, specifically information systems and data

analytics from the perspective of healthcare administrators. This certificate program is 18 credit hours.

The Clarkson College Graduate Certificate in Healthcare Informatics program operates on an academic calendar using semester hours. In addition, the Healthcare Administration degree operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and six weeks in the summer.

### Program Specific Competency Goals

Upon completion of the Healthcare Informatics Graduate Certificate, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)\*\***
- Interpret, synthesize and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)\*\***
- Communicate thoughts and ideas effectively. **(Communication)\*\***
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)\*\***
- Demonstrate an appropriate working knowledge of computer applications commonly used in health care administration. **(Technology)\*\***
- Maintain the highest ethical, professional and legal standards of conduct. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Graduate Certificate in Healthcare Informatics

#### Required Courses

All classes are 7.5 weeks or 6 weeks in duration.

Courses	Semester Hours
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 845 - Management of Health Information</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3
<a href="#">MB 848 - Systems and Database Design</a>	3
<a href="#">MB 850 - Healthcare Information Systems</a>	3
Total Semester Hours	18

### Sample Curriculum Plan for the Graduate Certificate in Healthcare Informatics

#### First Year

##### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 850 - Healthcare Information Systems</a>	3
<a href="#">MB 845 - Management of Health Information</a>	3
Total Semester Hours	6

##### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 848 - Systems and Database Design</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3
Total Semester Hours	6

##### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
Total Semester Hours	6

**Total Semester Hours - 18**

## Dual Degree - Master of Science in Nursing and Master in Healthcare Administration

### Director of Graduate Nursing

Layna Himmelberg, Ed.D., MSN, CNE

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### Director of Healthcare Business

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## Introduction

Clarkson College offers an online Master of Science in Nursing (MSN) degree with an option for Nursing Healthcare Administration. In addition, Clarkson College offers a Master's degree in Healthcare Administration. These two programs can be combined to meet specific professional goals of graduate students. In order to complete this program option at Clarkson College, students must successfully complete 54 graduate semester hours.

## Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Healthcare Administration, the graduate will be able to:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate and reflect. **(Communication)\*\***
- Apply complex and evidence-based nursing knowledge and experience to analyze and evaluate strategies and outcomes in health care and educational settings to inform decision-making and/or problem-solving. **(Critical Thinking)\*\***
- Demonstrate the awareness of the unique characteristics inherent to all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)\*\***
- Utilize and evaluate health care information technology systems and processes for communication, decision making, management and interdisciplinary collaboration to enhance health care delivery. **(Technology)\*\***
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical and holistic practice; caring and collaborating relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision-making. **(Professionalism)\*\***

Upon completion of the Master's degree in Healthcare Administration, graduates will:

- Evaluate strategies based on concepts of leadership and management theory. **(Critical Thinking)\*\***

- Interpret, synthesize and apply concepts to evaluate and solve a variety of real world health care situations, through problem recognition, methods of inquiry, project management, and strategic analysis and integration. **(Critical Thinking)\*\***
- Communicate thoughts and ideas effectively. **(Communication)\*\***
- Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals. **(Diversity)\*\***
- Demonstrate an appropriate working knowledge of computer applications commonly used in health care administration. **(Technology)\*\***
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Online Curriculum**

The Clarkson College online dual Master's degree option is designed to be a flexible learning environment. Online instruction offers interactive learning opportunities and comprehensive access to information and resources. Dedicated faculty members are focused on student learning, which helps make online learning a productive and rewarding experience.

To complete the dual MSN and MHA degrees at Clarkson College, students must successfully complete a total of 54 semester hours. These hours must be distributed as follows:

- **Core Nursing Courses = 19 semester hours**
- **Major Requirement Courses = 26 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 6 semester hours**

The Clarkson College Master's degree in Healthcare Administration program operates on an academic calendar using semester hours. In addition, the Healthcare Administration degree operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

## Required Courses for Dual Degree - Master of Science in Nursing and Master in Healthcare Administration

### Nursing Core Classes

(19 semester hours) Courses are only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
◇ <a href="#">NS 803 - Healthcare Delivery Systems and Managed Care</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
◇ <a href="#">NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">NS 813 - Research Design and Methods II</a>	2
<a href="#">GR 847 - Applied Statistics</a>	3
Total Semester Hours	19

### Major Requirement Courses

(26 semester hours) MB Courses are 7.5 weeks or 6 weeks in duration. NS898 is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3
<a href="#">◇ MB 818 - Organizational Behavior</a>	3
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 837 - Leading Change</a>	3
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
Total Semester Hours	26

### Capstone Experience

(3 semester hours) Course is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 900 - Capstone</a>	3
Total Semester Hours	3

### Major Electives

Students must choose a total of 6 semester hours as part of the degree. All courses are 7.5 weeks or 6 weeks in duration besides MB 899 & MB 903, which are 12 or 15 weeks duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 813 - Healthcare Law and Policy</a>	3
<a href="#">MB 819 - Human Resources</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 839 - Healthcare Reimbursement</a>	3
<a href="#">MB 845 - Management of Health Information</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3
<a href="#">MB 848 - Systems and Database Design</a>	3
<a href="#">MB 850 - Healthcare Information Systems</a>	3
<a href="#">MB 899 - Independent Study for Healthcare Administration</a>	1
<a href="#">◇ MB 903 - Internship</a>	3
Electives	6
Total Semester Hours	34

### **Sample Curriculum Plan for the Dual Master of Science in Nursing and Masters in Healthcare Administration Program**

#### **First Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">◇ NS 803 - Healthcare Delivery Systems and Managed Care</a>	2
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
Total Semester Hours	6

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">◇ NS 808 - Nursing Law and Ethics</a>	3
Total Semester Hours	5

##### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 808 - Healthcare Leadership</a>	3
Total Semester Hours	6

## Second Year

### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ MB 818 - Organizational Behavior</a>	3
Electives	3
Total Semester Hours	6

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
Total Semester Hours	6

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">NS 812 - Research Design and Methods</a>	3
Total Semester Hours	5

## Third Year

### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 813 - Research Design and Methods II</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 837 - Leading Change</a>	3
Total Semester Hours	5

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
Total Semester Hours	6

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
Total Semester Hours	3

### **Fourth Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 900 - Capstone</a>	3
Total Semester Hours	3

**Total Semester Hours - 54**

## **Undergraduate Healthcare Administration & Management Courses**

### **BU 110 - Microsoft Office Applications**

This course is designed to build proficiency skills in the Microsoft Office software suite, including word processing, spreadsheet, database creation and presentation software applications. Additionally, advanced functions of spreadsheets and databases will be covered. This course focuses on some of the most common applications of Microsoft Office in a health care environment. A Windows operating system and the current Microsoft Office software are required for this course.

**Semester hours: 4**

### **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 140 - Healthcare Delivery Systems**

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 organizations, health policy, and health services financing. Additionally, current events impacting health care delivery and services will be discussed.

**Semester hours: 2**

### **BU 262 - Business Communication and Marketing**

This course focuses on the importance of business communication in the health care environment from an individual to an organizational perspective. Students will learn business communication techniques such as writing styles, email etiquette, elevator speeches, report writing and cross-cultural communication. In addition, this course will study the theory and application of the marketing mix with an emphasis on marketing health care services internally and externally.

**Semester hours: 3**

### **BU 307 - Principles of Management and Change Leadership**

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 health care organizations. In addition, this course will study change theories, models and frameworks, change agents, and related concepts that influence the practice of organizational change.

**Semester hours: 3**

### **BU 318 - Human Resources and Organizational Behavior**

This course will focus on the principles and techniques of personnel administration. Topics include stress and time management, employee burnout, employee health and wellness department culture, staff recruitment and retention, staff performance benchmarking, training and development, diversity, interviewing, workplace violence, as well as regulatory and legal and ethical issues in human resources management to include workplace policy and employment laws. In addition, students will study 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 335 - Managing Healthcare Departments**

This course provides students with the tools and techniques of managing health care departments. Topics such as cultural diversity, leadership skills, human resource strategies, departmental budgets, financial management, decision making, change management and communication will be discussed.

**Semester hours:** 3

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications

### **BU 357 - Healthcare Accounting and Financial Management**

This course will provide a basic understanding of accounting and financial concepts. Students will learn general accounting and financial management practices in health care. They will gain skills in reading financial information, preparing budgets and analyzing health care operating costs to make sound business decisions. Ethical challenges in health care financial management will also be examined.

**Semester hours:** 4

### **BU 375 - Concepts of Leadership**

This course will introduce contemporary leadership theory and principles. Students will apply knowledge gained to assess their personal leadership style; identify leadership approach to managing changes; use influencing skills in negotiation; establish a constructive climate and manage conflict; build effective teams; and to manage ethically.

**Semester hours:** 2

### **BU 411 - Operations and Quality Management**

This course allows the student to apply Quality Management tools while constructing performance management measures. Students will apply analytical results to facilitate decision making and use quality management tools to analyze clinical data to identify trends that demonstrate quality, safety and effectiveness of health care. 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 Management**

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. Students will learn the fundamentals of management in the long-term care 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 project management software.

**Semester hours: 3**

### **BU 450 - Strategic Management**

Strategic Management, BU450, is a course designed to introduce students to the concepts of strategic management within healthcare organizations. The concepts introduced in the course serve as the framework for knowing and understanding how to plan strategically within the healthcare field. The course will expose students to the cyclical nature of strategic planning and the foundational elements that affect how healthcare organizations plan for the future.

**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 allows students to gain practical, hands-on experience related to the health care business management curriculum. This field experience will be under the supervision of designated health care administrators at the internship site and Clarkson College faculty. This is an opportunity to apply classroom knowledge to real-world health care business. **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**

This capstone course is a culmination of prior courses. It is designed to give students the opportunity to practice proficiencies with various theories and concepts related to their field of study. The final product will be a presentation given to the communities of interest. In addition to their capstone project, students will practice interviewing skills. **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.

**Graduate Healthcare Administration & Management Courses**

**MB 798 - Fundamentals of Scholarly Writing in APA**

This course focuses on scholarly writing with specific emphasis on APA style. Additionally, the course will prepare students to critique published research studies, both qualitative and quantitative. Students will refine their research and writing skills by applying them to a scholarly research paper.

**Semester hours: 1**

**MB 800 - Ethics in Leadership**

This course addresses the principles of ethics pertaining to decision making by health care leaders. Students will gain insight into carrying out their duty to make ethical decisions when faced with conflicting interests in the administration of health care organizations. Additionally, students will explore the roles of health care leaders in practicing moral leadership, fostering ethical behavior and creating a culture of ethics within an organization.

**Semester hours: 2**

**Co-requisites:**

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

## **MB 802 - Healthcare Delivery Systems**

This course is an overview of the American health care system. It includes the study of the evolution and current state of health care delivery models and services, the continuum of care, health professionals, and accreditation. Health care expenditures, resource utilization and allocation, and global health care trends will also be explored. Primary focus throughout the continuum will be leadership challenges associated with access, quality and cost of care by investigating the delivery of quality care to consumers.

**Semester hours:** 3

**Prerequisites:**

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

## **MB 808 - Healthcare Leadership**

This course will introduce students to classical and current views of leadership. Students will gain a foundation in theories and models of leadership to assess their own leadership style. They will also examine past or current leaders to identify traits, attributes and other characteristics that define the leaders' leadership qualities. Special focus on leadership in health care administration is presented and discussed.

**Semester hours:** 3

**Prerequisites:**

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

## **MB 813 - Healthcare Law and Policy**

This course will focus on various ways in which laws and other policies can affect business decisions in health care. Examining health care laws, regulations, procedures and policies at the state and national level will help future health care leaders understand the impact on patients, health care professionals and organizations. Topics considered in this course include the Accountable Care Act, Healthy People 2030, accreditation and licensure for health care organizations, compliance issues, and HIPAA privacy and security.

**Semester hours:** 3

**Prerequisites:**

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

## **MB 818 - Organizational Behavior**

This course focuses on behaviors within health care organizations, from both an individual and group perspective, that will help identify, address and solve workplace problems. Individual and team dynamics that impact organizational effectiveness



and efficiency will be explored. Additional topics explored in this course include culture, working relationships, trust, motivational factors, team management and an understanding of the importance of ethical culture. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

**Prerequisites:**

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

### **MB 819 - Human Resources**

Human resources management focuses on the principles and techniques of personnel administration. This course will help prepare health care leaders to manage people. This includes determining labor needs, staffing, recruitment, selection and performance management. Additionally, this course will cover topics such as workforce issues, training and development, giving and receiving constructive criticism, and stress management to avoid employee burnout and to increase retention.

**Semester hours: 3**

**Prerequisites:**

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

### **MB 821 - Healthcare Data Analytics**

This course introduces important concepts related to data analytics in a health care setting. As more and more data are collected by health care organizations and professionals, health care leaders need to be competent in data analytics in order to better manage and use collected health care data to both optimize the quality of care and to improve business efficiencies. Students will not only explore the various sources of data, but will also perform data analysis, interpret the results, and create visual presentations of the results of analyzed data. Data quality and data management will serve as a framework for the use of health care data, for the creation of knowledge, for knowledge management, and for decision making.

**Semester hours: 3**

### **MB 826 - Healthcare Strategic Management**

This course focuses on techniques for identification, collection, analysis, evaluation and reporting of strategic data. When the process of strategic management is done well, it can lead to long-term success of the organization. Key concepts, tools and principles of strategy formulation and execution, as well as competitive analysis will be introduced. In addition, leadership decisions and actions that affect performance and organization survival will be evaluated.

**Semester hours: 3**

**Prerequisites:**

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

### **MB 828 - Financial Management in Healthcare**

This course provides the opportunity for students to learn about the importance of financial management for health care operations, including the development and analysis of operational and capital budgets. Students will learn budget development, evaluation of the financial status of a department or operating unit, and the ability to determine what, if any, corrective actions need to be taken. The course will also focus on methods for measuring financial performance within health care organizations by looking at aspects such as volume adjusted variance analysis, benefit-cost ratio analysis, breakeven analysis and methods for building cost standards.

**Semester hours:** 3

**Prerequisites:**

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

**Restrictions and Notes:**

- Undergraduate accounting/finance or experience strongly recommended

### **MB 833 - Healthcare Quality and Risk Management**

This course provides the student with an understanding of health care quality improvement including methods and tools to increase patient safety, improve health outcomes and reduce risk in the health care setting. Students will investigate the tools and techniques of leading continuous quality improvement (CQI) programs and assessing risk of clinical and organizational efforts within a facility. An emphasis on how to develop the processes of in-depth investigation of various areas of internal operations will be presented. Specific focus will be on skill development associated with selecting and implementing various CQI tools, while conducting appropriate risk analysis.

**Semester hours:** 3

**Prerequisites:**

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

### **MB 836 - Healthcare Project Management**

This course introduces students to the concepts, methodologies, tools and strategies used to manage projects in health care organizations. Effective project management is critical to ensure that healthcare projects are successfully completed and that they meet the proposed project deadline, goals and budget constraints. Students will learn how to

create a project plan; to establish and manage the project scope, schedule and cost; and to manage other aspects during the execution of a project.

**Semester hours: 3**

**Prerequisites:**

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

### **MB 837 - Leading Change**

Change is inevitable; therefore, this course focuses on the critical role leaders have in effectively leading change in the workplace. Students will gain insights into leading, initiating, handling and overcoming barriers to change. Topics within this course include change management theories and concepts, promoting change, resistance to change, overcoming resistance, and resiliency.

**Semester hours: 3**

**Prerequisites:**

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

### **MB 839 - Healthcare Reimbursement**

This course will discuss information about U.S. health care payment systems and examine the complex financial systems within today's health care environment. The student will be introduced to concepts regarding electronic bill submission, pay for performance, MS-DRGs, present on admission (POA) and hospital-acquired conditions (HAC) guidelines, and prospective payment systems. The student will also explore health insurance and public funding programs, contract management and vendor relations, and how payment systems function.

**Semester hours: 3**

**Prerequisites:**

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

### **MB 845 - Management of Health Information**

This course provides an overview of the management of electronic health information. In this course, students will gain insights about the roles that health information management professionals play in the acquisition, utilization, maintenance and protection of health information. Students will also learn about industry standards such as those used in promoting exchange of health information and clinical documentation. Additionally, topics related to health information privacy, security and audits will also be covered.

**Semester hours: 3**

### **MB 846 - Fundamentals of Informatics**

This course examines the main domains of health care informatics. The content of this course is designed to prepare students to apply the theories and concepts that form the foundation of health care informatics. Through the application of concepts and theories, students will have an opportunity to expand their understanding of health care informatics with respect to the management of computer technologies, processes, and health information users. Ultimately, students will be able to support effective health care information systems, use of health information, health information exchange and overall delivery of high-quality health care services.

**Semester hours:** 3

### **MB 848 - Systems and Database Design**

In order to achieve the most optimal user-centric systems design, the concepts of human factors and system usability must be considered prior to the conception of an information system. In this course, students will learn important concepts related to systems and database design. Emphasis will be placed on proper data modeling for best database design and implementation; all with the goal of supporting data collection, optimizing data quality and promoting adoption. Students will gain practical experience in the creation and use of a database.

**Semester hours:** 3

### **MB 850 - Healthcare Information Systems**

In this course, students will examine the major information systems and databases used in health care organizations, the technologies used for the delivery of health care, and the management of those systems and technologies to ensure that privacy and security of information is achieved and maintained. Information systems must be developed and managed to achieve alignment with an organization's business objectives and strategic mission. Aspects such as the clinical, administrative and legal requirements for information systems will be studied, along with current health care trends that will influence the planning, selection and implementation of those systems necessary to support those trends. Additionally, students will learn about system interoperability, its associated challenges and strategies to address those challenges.

**Semester hours:** 3

### **MB 851 - Healthcare 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 Healthcare 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:**

- This course is offered as a one credit-hour or a two credit-hour course. Approval by the program director is required before registration.

**MB 900 - Capstone**

In this course, students will work with an assigned faculty member to complete a culminating capstone project that will integrate and apply knowledge learned throughout the Master of Healthcare Administration program option. Major requirements for the course include topic proposal, business plan development and final project presentation. Students are expected to demonstrate critical thinking ability and mastery of relevant concepts and theories.

**Semester hours:** 3

**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA
- [MB 802](#) - Healthcare Delivery Systems
- [MB 826](#) - Healthcare Strategic Management
- [MB 828](#) - Financial Management in Healthcare
- [MB 833](#) - Healthcare Quality and Risk Management

**Restrictions and Notes:**

- This course should be the last class that a student takes within the MHA program, unless approved by the Program Director

**MB 903 - Internship**

Students will be expected to identify an organization in which they will spend time under the supervision of a selected mentor to apply the leadership strategies and techniques learned throughout the program. The internship will consist of the supervised leadership duties by a designated mentor who will facilitate students' health care career

knowledge. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

**Restrictions and Notes:**

- Prerequisite: All major courses. Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

### **MB 904 - Capstone Project I**

This is the first of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Healthcare Administration program option through the development of a sound business plan. In this course, students will complete a project proposal and develop the following sections of their business plan: Company/Organization Description; Product/Service Description; Industry Analysis and Trends; Target Market Description and Analysis; and Competition.

**Semester hours: 1**

**Prerequisites:**

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

**Co-requisites:**

- [MB 905](#) - Capstone Project II

**Restrictions and Notes:**

- Students cannot complete all three capstone courses in one semester.

### **MB 905 - Capstone Project II**

This is the second of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Healthcare Administration program option through the development of a sound business plan. In this course, students will complete a comprehensive exam in which they will demonstrate their depth and breadth of knowledge in topics covered in courses in the Master of Healthcare Administration program option. Additionally, students will build on the material completed in MB 904 and will complete the following sections of their business plan: #Management and Organization; Strategic Position and Risk Assessment; Operations; and Marketing Plan and Sales Strategies.

**Semester hours: 1**

**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA
- [MB 904](#) - Capstone Project I

**Co-requisites:**

- [MB 904](#) - Capstone Project I
- [MB 906](#) - Capstone Project III

**Restrictions and Notes:**

- Students cannot complete all three capstone courses in one semester.

**MB 906 - Capstone Project III**

This is the third of three courses culminating in a scholarly capstone project. Students will synthesize and apply the theoretical knowledge gained during their Master of Healthcare Administration program option through the development of a sound business plan. Students will build on the material completed in MB 904 and MB 905 and will complete the following sections of their business plan: Financial Analysis; Source and Use of Funds; Other Factors for Consideration; and Executive Summary. Students will also present their capstone project in person.

**Semester hours:** 1

**Prerequisites:**

- [MB 798](#) - Fundamentals of Scholarly Writing in APA
- [MB 904](#) - Capstone Project I

**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 Healthcare Business**

Carla Dirkschneider, M.S., RHIA

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**Introduction**

Clarkson College recognizes the vast 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 Data Analytics 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 Information Management programs is to prepare students for entry-level to advanced roles in healthcare delivery systems through high quality, ethical and compassionate health information management education.

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## **Health Data Analytics Certificate**

### **Director of Healthcare Business**

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This program is for individuals who are interested in getting a certificate that specializes in Healthcare Data Analytics. The Certificate 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 Health Data Analytics Certificate**

#### **Course Requirements**

(26 semester hours) All courses are 7.5-week or 6-week in duration besides ST310 & ST410 which are only offered in a full-semester format (15- or 12-weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
Total Semester Hours	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 44 semester hours will fulfill the requirements for the Associate's degree in Health Information Technology.

## **Medical Coding Certificate**

### **Director of Healthcare Business**

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This program is for individuals who are interested in learning about coding, medical reimbursement, and the revenue cycle. This certificate will prepare you to sit for a coding-specific certification/credential.

### **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### **Required Courses for Medical Coding Certificate**

#### **Course Requirements**

(22 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

<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 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	22

After completion of the 22 semester hours, students are eligible to apply for a Clarkson College Certificate of Completion.

Once the 22 semester hours in the certificate program have been completed, an additional 42 semester hours will fulfill the requirements for the Associates degree in Health Information Technology.

## **Minor in Healthcare Informatics**

### **Director of Healthcare Business**

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In conjunction with any Clarkson College degree program, students may earn a Minor in Healthcare Informatics. The Minor in Healthcare Informatics complements any major program in a healthcare related field and provides the fundamental knowledge in the subject areas of healthcare information systems and data analysis.

All courses are 7.5-weeks or 6-weeks in duration.

### **Required Courses for Minor in Healthcare Informatics**

#### **Curriculum Requirements**

(17 Semester Hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
Total Semester Hours	17

## Minor in Medical Coding

### Director of Healthcare 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.

All courses are 7.5-weeks or 6-weeks in duration.

### Required Courses for Minor in Medical Coding

#### Curriculum Requirements

(18 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</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3

Courses	Semester Hours
Total Semester Hours	18

## Associate of Science in Health Information Technology

### Director of Healthcare 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, data management techniques, 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 healthdata. **(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 the Clarkson College 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 64 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 = 14 semester hours**
- **Major Courses = 17 semester hours**
- **Revenue Management Track = 9 semester hours**
- **Data Management Track = 9 semester hours**

Clarkson College's Associate degree in Health Information Management operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

## **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) IC, HU, EA courses are offered in the 7.5-week or 6-week format or full-semester format (15 or 12 weeks in duration) depending on the course.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	15

### **Support Courses**

(14 semester hours) All courses are 7.5 week or 6 week in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
Total Semester Hours	14

### **Health Information Major Courses**

(17 semester hours) All courses are 7.5 week or 6 week in duration besides HM445 which is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">HM 445 - Health Information Technology Assessment</a>	1
Total Semester Hours	17

### **Revenue Management Track Courses**

(9 semester hours) All courses are 7.5 week or 6 week in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	9

### **Data Management Track Courses**

(9 semester hours) All courses are 7.5 week or 6 week in duration besides ST310 which is only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">ST 310 - Statistics</a>	3
Total Semester Hours	9

## **Sample Curriculum Plan for the Associate of Health Information Technology Program**

### **First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
Total Semester Hours	15

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">EN 101 - English Composition I</a>	3
Total Semester Hours	13

**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 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
Total Semester Hours	9

**Second Year****First Semester**



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	9

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">ST 310 - Statistics</a>	3
Total Semester Hours	11

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 445 - Health Information Technology Assessment</a>	1
Total Semester Hours	7

**Total Semester Hours - 64**

## **Bachelor of Science in Healthcare Business with major in Health Information Administration**

### **Director of Healthcare Business**

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## Introduction

The Bachelor of Science in Healthcare 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 the Clarkson College 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 Healthcare Business degree with a major in Health Information Administration major at Clarkson College, students must

successfully complete a total of 120 semester hours. These hours must be distributed as follows:

- **General Education = 62 semester hours** (which include nine semester hours of the Clarkson College core curriculum).
- **Support Courses = 14 semester hours**
- **Health Information Major Courses = 25 semester hours**
- **Revenue Management Track = 9 semester hours**
- **Data Management Track = 10 semester hours**

Clarkson College's Bachelor's degree in Health Information Management operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

### 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 Healthcare Business with major in Health Information Administration

#### General Education Courses

(62 semester hours) IC, HU, EA courses and electives are offered in the 7.5-week or 6-week format or full-semester format (15 or 12 weeks in duration) depending on the course.

<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 - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	41
Total Semester Hours	62

### Support Courses

(14 semester hours) All courses are 7.5 week or 6 week in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
Total Semester Hours	14

### Major Courses

(25 semester hours) All courses are 7.5 week or 6 week in duration besides BU499 & HM477, which are only offered in a full-semester format (15 or 12 weeks in duration).

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 495 - Professional Practice Experience II</a>	2
Total Semester Hours	25

### **Data Management Track Courses**

(10 semester hours) All courses are 7.5 week or 6 week in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4

### **Revenue Management Track Courses**

(9 semester hours) All courses are 7.5 week or 6 week in duration.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	9

**Total Semester Hours in Program 120**

### **Sample Curriculum Plan for the Bachelor's in Health Information Administration Traditional Option**

#### **First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Electives	3
Total Semester Hours	14

**Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">HM 224 - Anatomy and Physiology</a>	4
Electives	3
Total Semester Hours	12

**Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 230 - Coding I: Foundation of Coding</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">EN 101 - English Composition I</a>	3
Electives	3
Total Semester Hours	12

**Second Year****First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Electives	6
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	12

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 368 - Professional Practice Experience I</a>	2
Total Semester Hours	9

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
Electives	9
Total Semester Hours	12

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Electives	8
Total Semester Hours	13

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">◇ HM 495 - Professional Practice Experience II</a>	2
Electives	6
Total Semester Hours	11

### Fourth Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">◇ BU 499 - Capstone</a>	3
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
Total Semester Hours	10

**Total Semester Hours - 120**

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

### **Director of Healthcare Business**

Carla Dirkschneider, M.S., RHIA

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## Introduction

The Bachelor of Science in Healthcare 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 healthcare 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 the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Curriculum Requirements

In order to complete a Bachelor of Science in Healthcare Business degree with a major in Health Information Administration major at Clarkson College, students must successfully complete a total of 120 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 = 50 semester hours**
- **Support Courses = 14 semester hours**
- **Health Information Major Courses = 35 semester hours**

Clarkson College's Bachelor's degree in Health Information Administration operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

## 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 Healthcare Business with major in Health Information Administration - Transfer Option

### General Education Courses

(21 semester hours) IC, HU, EA courses and electives are offered in the 7.5-week or 6-week format or full-semester format (15 or 12 weeks in duration) depending on the course.

<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 - Healthcare Core Courses</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Electives	50
Total Semester Hours	71

### **Support Courses**

(14 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
Total Semester Hours	14

### **Health Information Major Courses**

(35 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</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 499 - Capstone</a>	3
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 495 - Professional Practice Experience II</a>	2
Total Semester Hours	35

### Sample Curriculum Plan for the Bachelor's in Health Information Administration Transfer Option

#### First Year

##### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	14

##### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
Total Semester Hours	12

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
Total Semester Hours	14

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	12

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 375 - Concepts of Leadership</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 310 - Statistics</a>	3
<a href="#">◇ HM 495 - Professional Practice Experience II</a>	2
<a href="#">◇ BU 499 - Capstone</a>	3
Total Semester Hours	10

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
Total Semester Hours	8

**Total Semester Hours - 120**

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## Post-Baccalaureate Certificate in Health Information Administration

### Director of Healthcare 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 the Clarkson College 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 Enrollment and Advising office, College website or [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 49 semester hours. These hours must be distributed as follows:

- **Support Courses = 14 semester hours**
- **Health Information Major Courses = 35 semester hours**

Clarkson College's Post-Baccalureate Certificate in Health Information Administration operates on an academic calendar using semester hours. In addition, the program operates using an accelerated course format with classes as 7.5 weeks in length in the fall and spring and 6 weeks in the summer.

## **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

(14 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

Courses	Semester Hours
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">HM 226 - Human Disease and Conditions</a>	3
Total Semester Hours	14

### Health Information Major Courses

(35 semester hours) All courses are 7.5 weeks or 6 weeks in duration besides BU499 & HM477, which are only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">BU 411 - Operations and Quality Management</a>	3
◊ <a href="#">BU 499 - Capstone</a>	3
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">HM 340 - Healthcare Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
<a href="#">◇ HM 495 - Professional Practice Experience II</a>	2
Total Semester Hours	35

### **Sample Curriculum Plan for the Post-Baccalaureate Certificate of Health Information Administration Program**

#### **First Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">HM 108 - Concepts and Principles of HIM</a>	3
<a href="#">HM 224 - Anatomy and Physiology</a>	4
<a href="#">BU 411 - Operations and Quality Management</a>	3
Total Semester Hours	14

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">HM 226 - Human Disease and Conditions</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 340 - Healthcare Informatics</a>	3
Total Semester Hours	11

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 417 - Data Organization, Analysis, and Governance</a>	4
<a href="#">◇ <u>HM 368 - Professional Practice Experience I</u></a>	2
<a href="#">◇ <u>BU 499 - Capstone</u></a>	3
Total Semester Hours	15

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">◇ <u>HM 495 - Professional Practice Experience II</u></a>	2
<a href="#">HM 477 - Health Information Administration Assessment</a>	1
Total Semester Hours	9

**Total Semester Hours - 49**

## Dual Degree - Associate of Science in Health Information Technology and Bachelor of Science in Community Health

The Associate of Science in Health Information Technology and Bachelor of Science in Community Health dual degree is geared toward students who have an interest in using their skills in a variety of settings. This may include a hospital/clinic/insurance environments or more community-based public health departments, social service agencies, or non-profit organizations. This dual program provides students the

opportunity to broaden their understanding of health care and expand on their Health Information Technology degree by focusing on one of these Community Health concentrations: Public Health, Human Services, Gerontology, Women's Health, or Healthcare Business.

## **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Curriculum Requirements**

To complete an Associate of Science in Health Information Technology and Bachelor of Science degree in Community Health, students must successfully complete a total of 123 semester hours. These hours are distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Support Courses = 30 semester hours**
- **Community Health Major Courses = 4 semester hours**
- **Health Information Technology Degree Coursework = 32 semester hours**
- **Two Community Health Concentrations = 36 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 - Associate of Science in Health Information Technology and Bachelor of Science in Community Health

### General Education Courses

Courses	Semester Hours
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">MA 130 - College Algebra</a>	3
Total Semester Hours	12

### Core Courses

\*Student choose one from each category

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

### Support Courses

Courses	Semester Hours
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">HM 224 - Anatomy and Physiology</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">HM 226 - Human Disease and Conditions</a>	3
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
Total Semester Hours	30

### **HIT Major Courses**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 335 - Managing Healthcare Departments</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="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">HM 331 - Coding II: Principles of Coding</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">◇ HM 368 - Professional Practice Experience I</a>	2
<a href="#">HM 445 - Health Information Technology Assessment</a>	1
Total Semester Hours	32

## Community Health Major Courses

Courses	Semester Hours
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Total Semester Hours	4

### Additional Major Courses (by concentration)

Dual Degree students choose two of the five concentration areas to complete plus additional electives if needed to maintain total required credits.

### Public Health Concentration

18 Semester Hours

Courses	Semester Hours
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">CHL 250 - Epidemiology</a>	3
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">CHL 251 - Environmental Risk Factors and Disease</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
Total Semester Hours	18

### Human Services Concentration

18 Semester Hours

Courses	Semester Hours
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
Total Semester Hours	18

### **Gerontology Concentration**

18 Semester Hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">EA 205 - Death and Dying</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 Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
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

<b>Courses</b>	<b>Semester Hours</b>
<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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

### Healthcare Business Concentration

18 Semester Hours

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2

Students select three of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 420 - Long-Term Care Management</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3



## **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. Students will discuss the content, structure, and functions of health records, as well as documentation requirements and standards, primary and secondary data sources, the use and disclosure of health information, and explore different stakeholders in the delivery of healthcare services.

**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 215 - Data Management**

This course focuses on the management of data as a valuable resource for an organization. Students will learn the basics of managing data including the data dictionary as a means of achieving data integrity. Standards for health information exchange will also be explored.

**Semester hours:** 3

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications

**Restrictions and Notes:**

- Prerequisite is recommended not required.

### **HM 218 - Data Analysis and Visualization**

This course prepares students to develop skills related to healthcare research, analysis tools, data analysis, and data visualization. Class activities provide students the opportunity to practice statistics and data analysis for real-life applications in healthcare. Students will also learn how to effectively present data using appropriate visual tools.

**Semester hours:** 3

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications

**Restrictions and Notes:**

- Prerequisite is recommended not required.

**HM 224 - Anatomy and Physiology**

This course is designed to teach important concepts about human anatomy and physiology in preparation for degree coursework. It focuses on the structure and function of organs and their relationship to one another.

**Semester hours:** 4

**Co-requisites:**

- [GEN 105](#) - Medical Terminology

**HM 226 - Human Disease and Conditions**

This course is a study of 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. Students apply the knowledge learned and utilize their critical thinking and problem-solving abilities.

**Semester hours:** 3

**Prerequisites:**

- [HM 224](#) - Anatomy and Physiology

**HM 230 - Coding I: Foundation of Coding**

This course is an introduction to ICD-10-CM/PCS. This course will focus on guidelines and appropriate use of ICD-10-CM/PCS classification systems to select appropriate diagnosis and procedure codes. Students will be introduced to official coding reference material and regulatory concepts.

**Semester hours:** 3

**Prerequisites:**

- [HM 224](#) - Anatomy and Physiology

**Co-requisites:**

- [HM 226](#) - Human Disease and Conditions

**HM 240 - Introduction to Informatics**

This course provides students with the fundamental knowledge of informatics concepts related to the management of health information. Emphasis will be placed on consumer

engagement, security strategies, compliance requirements and standards for the exchange of health information.

**Semester hours:** 3

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications

### **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, risk management, and Joint Commission/CMS standards. This course will also discuss healthcare ethics and consequences of a breach of ethics.

**Semester hours:** 3

### **HM 331 - Coding II: Principles of Coding**

This course will focus on appropriate use of the Current Procedural Terminology (CPT) code book and application of CPT coding guidelines for appropriate procedure code selection. Lessons on modifiers and HCPCS Level I and II coding are included. Diagnosis codes using ICD-10-CM will also be applied.

**Semester hours:** 3

**Prerequisites:**

- [HM 230](#) - Coding I: Foundation of Coding

### **HM 333 - Classification Systems and Reimbursement Methodologies**

This course is a concentration on classification systems and their relationship with the healthcare reimbursement process. Students will be introduced to classification systems, clinical vocabularies, and nomenclatures and will evaluate their assignment and grouping. Components of the revenue cycle process will be explored and evaluated, along with how organizations manage and comply with reimbursement methodologies and regulatory requirements.

**Semester hours:** 3

**Prerequisites:**

- [HM 224](#) - Anatomy and Physiology

**Co-requisites:**

- [HM 226](#) - Human Disease and Conditions

### **HM 340 - Healthcare Informatics**

This course explores the application of informatics to health information management. Topics include ethics, project management methodologies, standards for health information exchange, computer technologies, compliance, and security.

**Semester hours:** 3

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications

### **HM 360 - Compliance and Legal Applications**

This course will emphasize legal and regulatory requirements for health information throughout the healthcare organization. Risk management, compliance, privacy and security, and health policy will be covered in depth, as well as external trends and regulations that affect health information compliance.

**Semester hours:** 3

### **HM 368 - Professional Practice Experience I**

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

**Semester hours:** 2

**Restrictions and Notes:**

- Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

### **HM 417 - Data Organization, Analysis, and Governance**

This course focuses on aspects related to data management and the use of data for decision making. Students will examine the use of policies, strategies, data sets, and standards to achieve data integrity and ensure compliance. Topics relate to data structure, storage, retrieval, and analysis. Additionally, students will interact with a relational database system to design and implement a database in which they will practice SQL to input, populate, and retrieve data.

**Semester hours:** 4

**Prerequisites:**

- [BU 110](#) - Microsoft Office Applications
- [HM 218](#) - Data Analysis and Visualization
- [ST 310](#) - Statistics

## **HM 445 - Health Information Technology Assessment**

This assessment course is designed as a review for the RHIT certification exam. Through this course, the student will register for and complete the RHIT certification exam through AHIMA's early testing option. This course is taken in the student's final semester of study.

**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. This course is taken in the student's final semester of study.

**Semester hours:** 1

**Restrictions and Notes:**

- Must be taken during the last semester of study

## **HM 495 - Professional Practice Experience II**

This course provides students an opportunity to apply advanced didactic coursework and gain practical experience in an HIM setting. Students will work in a management capacity with an HIM professional in a healthcare setting, as well as complete advanced HIM course projects. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 2

**Prerequisites:**

- [HM 368](#) - Professional Practice Experience I

**Restrictions and Notes:**

- Internship must be completed in the last two semesters prior to graduation or with the permission of the program director. Note: Students may be required to meet certain health and safety standards set by the agency providing the internship.

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## **Nursing**

Clarkson College offers a variety of nursing programs including Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Post-Graduate Certificates and Doctor of Nursing Practice (DNP).

The Bachelor of Science in Nursing (BSN) program option 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 (LPN)) or as a RN to BSN student (for individuals who are currently licensed as a Registered Nurse (RN) and have either an Associates degree in Nursing or a three-year nursing diploma). Completion of the BSN program option 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 specialties for graduate students including: Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nurse Education and Nursing Healthcare Administration. For those nursing professionals who already have earned a MSN, each of these graduate options may be completed as a post-graduate certificate. The RN to MSN program option is designed for individuals who are currently licensed as a RN and have either an Associates degree in Nursing or a three-year nursing diploma.

The Doctor of Nursing Practice (DNP) program provides BSN and/or Master's degree-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: Post-Graduate for APRN's and BSN to DNP. The BSN to DNP option builds on the basic nursing knowledge of the Bachelor's degree-prepared nurse and provides advanced knowledge and clinical skills to enter the advanced practice registered nurse role. The Post-Graduate option is designed for the Master's degree-prepared currently licensed and certified nurse practitioners 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 Undergraduate and Graduate 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 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. Nursing is a humanistic and scientific care discipline and profession. Our beliefs regarding human beings, environments, health, education and nursing are contained within the program's philosophy. Nursing recognizes that 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. Recognizing that the individual is in constant interaction with an ever-changing environment, nursing focuses on the impact a person's environment has upon health. Health is an individually perceived dynamic state of well-being from birth to the end of life.

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. Believing students are partners in the educational process, we encourage learning by discovery, curiosity, clinical decision making, experience, reflection, modeling, collaboration and interactive participation. We model service to the College and community, celebrating inclusivity and the diversity of human beings.

We value the various educational levels within nursing, both the baccalaureate and graduate, which includes masters and doctoral programs. The baccalaureate degree 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 transition from the entry level of nursing education to the terminal practice degree.

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 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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### **Clinical Program Administrator of Undergraduate Nursing**

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## **Program Specific Competency Goals**

Upon completion of the Bachelor of Science in Nursing (BSN), 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, 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 the Clarkson College 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 Enrollment and Advising office, College website or [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 BSN at Clarkson College, students must successfully complete a total of 121 semester hours. These hours must be distributed as follows:

- **General Education = 40 semester hours** (which must include nine semester hours of the Clarkson College Core Curriculum).
- **Support Courses = 18 semester hours** (at least eight semester hours of Anatomy and Physiology, four semester hours of Microbiology, four semester hours of General Chemistry I and two semester hours of Gerontology).
- **Major Courses = 63 semester hours** (includes 40 semester hours of nursing theory and 23 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 - Fundamentals of Chemistry - Lecture and Lab</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	17

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">NS 118 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory</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 161 - Introduction to Population-Based Public Health Nursing: Theory Online</a>	1
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="#">NS 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="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	15

#### **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 - Healthcare Core Courses</a>	3
<a href="#">NS 332 - Behavioral Health Continuum of Care: Theory</a>	2
<a href="#">NS 333 - Behavioral Health Continuum of Care: Clinical</a>	2
<a href="#">ST 310 - Statistics</a>	3
<a href="#">NS 361 - Program Management and Care of the Client in the Community: Theory Online</a>	1
<a href="#">◇ NS 362 - Program Management and Care of the Client in the Community: Clinical</a>	1
Electives	3
Total Semester Hours	15

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 334 - Nursing Care of Women and Child-bearing Families: Theory</a>	2
<a href="#">NS 335 - Nursing Care of Women and Child-bearing Families: Clinical</a>	2
<a href="#">NS 336 - Family-Centered Nursing Care of Children: Theory</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 337 - Family-Centered Nursing Care of Children: Clinical</a>	2
<a href="#">NS 346 - Evidence-Based Inquiry in Healthcare</a>	2
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">HC 220 - Gerontology</a>	2
Total Semester Hours	15

#### **Fourth Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 458 - Concepts of Complex Multisystem Clients I: Theory</a>	3
<a href="#">NS 459 - Concepts of Complex Multisystem Clients I: Clinical</a>	3
<a href="#">NS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online</a>	2
<a href="#">NS 454 - Population Health Nursing-Global Health and Health Policy: Clinical</a>	1
Electives	3
Total Semester Hours	12

##### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 467 - Transition to Practice</a>	1
<a href="#">NS 470 - Concepts of Complex Multisystem Clients II: Theory</a>	3
<a href="#">NS 483 - Principles of Leadership and Management: Theory Online</a>	2
<a href="#">NS 473 - Preceptorship: Clinical</a>	4
<a href="#">NS 474 - Pharmacology III</a>	1
Electives	1
Total Semester Hours	12

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

### Director of Undergraduate Nursing

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Upon completion of the Bachelor of Science in Nursing (BSN), 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, 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 the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Prerequisite

Current, unencumbered LPN license from Nebraska or another state within the U.S.

## Curriculum Requirements

The LPN to BSN program combines theory in general education, support and major courses. The advanced placement LPN to BSN student enters the second-level nursing courses after successfully completing the first- and second-year general education and support courses, NS 161 Introduction to Population-Based Public Health Nursing, NS 235 Pharmacology I, 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 graduates are eligible to take the National Council Licensure Examination (NCLEX) for Registered Nurses.

In order to complete a BSN at Clarkson College, students must successfully complete a total of 121 semester hours. These hours must be distributed as follows:

- **General Education = 33 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum).
- **Support Courses = 18 semester hours** (at least eight semester hours of Anatomy and Physiology, four semester hours of Microbiology, four semester hours of General Chemistry I, and two semester hours of Gerontology).
- **Transition Courses = 4 semester hours** (which consist of three semester hours of nursing theory and one semester hour of scholarly writing and clinical orientation).
- **Major Courses = 52 semester hours** (includes 33 semester hours of nursing theory and 19 semester hours of clinical nursing courses).
- **LPN students will receive a validation credit of 14 semester hours following successful completion of NS 254 and NS 255.**

**Program requires Health and Safety** – [View Health and Safety Information](#)

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with

practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

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

### General Education Courses

(33 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<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 - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<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
<b>Total Semester Hours</b>	<b>33</b>

### Support Courses

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 210 - Microbiology - Lecture and Lab</a>	4

<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="#">CH 110 - Fundamentals of Chemistry - Lecture and Lab</a>	4
<a href="#">HC 220 - Gerontology</a>	2
Total Semester Hours	18

### **LPN-BSN Transition Courses**

(4 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 339 - Pathways for Success for the LPN to BSN: Theory Online</a>	1
<a href="#">NS 355 - Concepts of Professional Practice for the LPN to BSN</a>	3
Total Semester Hours	4

### **Required BSN Courses**

(52 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online</a>	1
<a href="#">NS 235 - Pharmacology I</a>	2
<a href="#">NS 227 - Pathophysiology</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="#">NS 332 - Behavioral Health Continuum of Care: Theory</a>	2
<a href="#">NS 333 - Behavioral Health Continuum of Care: Clinical</a>	2



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 334 - Nursing Care of Women and Child-bearing Families: Theory</a>	2
<a href="#">NS 335 - Nursing Care of Women and Child-bearing Families: Clinical</a>	2
<a href="#">NS 336 - Family-Centered Nursing Care of Children: Theory</a>	2
<a href="#">NS 337 - Family-Centered Nursing Care of Children: Clinical</a>	2
<a href="#">NS 346 - Evidence-Based Inquiry in Healthcare</a>	2
<a href="#">NS 361 - Program Management and Care of the Client in the Community: Theory Online</a>	1
◇ <a href="#">NS 362 - Program Management and Care of the Client in the Community: Clinical</a>	1
<a href="#">NS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online</a>	2
<a href="#">NS 454 - Population Health Nursing-Global Health and Health Policy: Clinical</a>	1
<a href="#">NS 467 - Transition to Practice</a>	1
<a href="#">NS 458 - Concepts of Complex Multisystem Clients I: Theory</a>	3
<a href="#">NS 459 - Concepts of Complex Multisystem Clients I: Clinical</a>	3
<a href="#">NS 470 - Concepts of Complex Multisystem Clients II: Theory</a>	3
<a href="#">NS 483 - Principles of Leadership and Management: Theory Online</a>	2
<a href="#">NS 473 - Preceptorship: Clinical</a>	4
<a href="#">NS 474 - Pharmacology III</a>	1
Total Semester Hours	52

**Total Semester Hours 121**

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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 in Nursing (BSN), 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, 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 the Clarkson College 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 Enrollment and Advising office, College website or [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 121 semester hours. Eighty-four 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 Healthcare Core curriculum courses as listed in their specific degree plan.

Courses	Semester Hours
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</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 NS 205 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="#">NS 205 - 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 NS 205 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 of the following nursing courses (NS 352, NS 475 or NS 481).

Courses	Semester Hours
<a href="#">NS 352 - Evidence-Based Inquiry in Healthcare for the RN to 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

Courses	Semester Hours
Total Semester Hours	12

### Total Semester Hours in Program 121

**Note:** NS 205 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

### Director of Graduate Nursing

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### Program Specific Competency Goals

Upon completion of the MSN requirements for Nursing Healthcare Administration, Nursing Education, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate and reflect. **(Communication)\*\***
- Apply complex and evidence-based nursing knowledge and experience to analyze and evaluate strategies and outcomes in health care and educational settings to inform decision making and/or problem solving. **(Critical Thinking)\*\***
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical and holistic practice; caring and collaborative relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision making. **(Professionalism)\*\***
- Utilize and evaluate health care information technology systems and processes for communication, decision making, management and interdisciplinary collaboration to enhance health care delivery. **(Technology)\*\***
- Demonstrate the awareness of the unique characteristics inherent in all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Curriculum Requirements

The RN to MSN program option at Clarkson College is designed to meet the needs of Registered Nurses (RNs) who wish to complete accelerated Bachelor's and Master's degrees in Nursing. Students who are admitted into the RN to MSN program option 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 Healthcare Science Update course will be taken to validate knowledge in Pharmacology and Pathophysiology. 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. Students can enroll in up to seven credit hours of graduate-level nursing courses while completing requirements for their BSN. Exiting at the BSN level upon completion of all requirements is an option for students deciding not to pursue the MSN at that time.

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Core and designated service courses are identified using the following symbol: ◇

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Required Courses for Master of Science in Nursing: RN to MSN Option

### General Education Courses

(12 semester hours)

Courses	Semester Hours
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">ST 310 - Statistics</a> OR <a href="#">GR 847 - Applied Statistics</a>	3 3
Total Semester Hours	12

### Major Courses

(12 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 352 - Evidence-Based Inquiry in Healthcare for the RN to 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

### Undergraduate Support Courses

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 205 - Pathophysiology and Pharmacology: Current Practices</a>	3
Total Semester Hours	3

**\*\*Note:** Upon successful completion of HC 205 Healthcare Science Update II, the student will receive three hours of earned semester hours and three hours of validation credit.

### Major Courses

84 semester hours are granted through either previous completion of direct coursework in an associate or diploma RN program or by validation credits (credit is granted after demonstration of equivalent knowledge).

## Transition Courses

(7 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 (BSN) courses.

## MSN Core Requirement Courses

Courses	Semester Hours
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">◇ NS 803 - Healthcare 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 813 - Research Design and Methods II</a>	2
Total Semester Hours	19

## Specialty Option Courses

### Nursing Healthcare Administration

The goal of this program option is to educate nurses who wish to become nursing health care administrators (i.e., executives or managers). The curriculum encompasses systems, leadership and organization information, including theoretical models and concepts that are relevant to the role of nursing health care administrator. Learners



will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision making while pursuing high quality health care that is safe, affordable and results in positive outcomes.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
<a href="#">MB 837 - Leading Change</a> OR <a href="#">MB 846 - Fundamentals of Informatics</a>	3 3
Total Semester Hours	23

### **Nurse Educator**

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

<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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">NS 894 - Nursing Education Practicum</a>	3
<a href="#">NS 890 - Nurse Educator Transition to Practice</a>	2
Total Semester Hours	20

### **Family Nurse Practitioner**

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Healthcare I</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<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 Healthcare II</a>	3
<a href="#">NS 852 - Family Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	30

## Adult Gerontology Acute Care Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, and will assume the role of educator, referral agent and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 861 - Introduction to Acute Care Concepts</a>	3
<a href="#">NS 862 - Applying Acute Care Concepts</a>	3
<a href="#">NS 863 - Complex Acute Care Concepts</a>	3
<a href="#">NS 864 - Advanced Acute Care Concepts</a>	3
<a href="#">NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	30

## Psychiatric-Mental Health Nurse Practitioner

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner</a>	2
<a href="#">NS 856 - Introduction to Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 857 - Application of Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 858 - Complex Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 859 - Advanced Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	32

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## **Master of Science in Nursing**

### **Director of Graduate Nursing**

Layna Himmelberg, Ed.D., MSN, CNE

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### **Introduction**

Clarkson College offers an online Master of Science in Nursing (MSN) degree that provides five specialties to meet specific professional goals of graduate students. These online options include: Nursing Healthcare Administration, Nursing Education, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner.

In order to complete a MSN at Clarkson College, students must successfully complete 39 to 51 graduate semester hours. Each of the options has a different set of credit hour requirements; however, they all require coursework to be taken from nursing core and the specific option. Up to nine semester hours of current graduate-level courses may

be transferred from another accredited institution with the approval of the director of the Graduate Nursing program.

### **Program Specific Competency Goals**

Upon completion of the MSN requirements for Nursing Healthcare Administration, Nursing Education, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and the Psychiatric-Mental Health Nurse Practitioner, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate and reflect. **(Communication)\*\***
- Apply complex and evidence-based nursing knowledge and experience to analyze and evaluate strategies and outcomes in health care and educational settings to inform decision making and/or problem solving. **(Critical Thinking)\*\***
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical and holistic practice; caring and collaborative relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision making. **(Professionalism)\*\***
- Utilize and evaluate health care information technology systems and processes for communication, decision making, management and interdisciplinary collaboration to enhance health care delivery. **(Technology)\*\***
- Demonstrate the awareness of the unique characteristics inherent in all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### **Curriculum Requirements**

The Clarkson College MSN program requires completion of:

- Core Requirement Courses = 19 semester hours
- Specialty Option Courses (selecting one of the concentrations) = 20 to 32 semester hours

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Specialty Option Courses

Each of the five specialty options has a set of courses required for completion of the MSN. All courses identified for each of the options must be completed.

### Required Courses for Master of Science in Nursing

#### Required Core Courses for All Options

Courses	Semester Hours
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">GR 847 - Applied Statistics</a>	3
<a href="#">◇ NS 803 - Healthcare Delivery Systems and Managed Care</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">◇ NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">NS 813 - Research Design and Methods II</a>	2
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	19

### Specialty Option Courses in Nursing Healthcare Administration

The goal of this program option is to educate nurses who wish to become nursing health care administrators (i.e., executives or managers). The curriculum encompasses systems, leadership and organization information, including theoretical models and concepts that are relevant to the role of nursing health care administrator. Learners will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision making while pursuing high quality health care that is safe, affordable and results in positive outcomes.

Courses	Semester Hours
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
<a href="#">MB 837 - Leading Change</a> OR <a href="#">MB 846 - Fundamentals of Informatics</a>	3 3
Total Semester Hours	23

### Specialty Option Courses in Nursing Education

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

<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 890 - Nurse Educator Transition to Practice</a>	2
<a href="#">NS 894 - Nursing Education Practicum</a>	3
Total Semester Hours	20

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

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent and advocate while providing care within an evolving health care system.

Courses	Semester Hours
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Healthcare I</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<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 Healthcare II</a>	3
<a href="#">NS 852 - Family Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	30

*\*The Family Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

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

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, and will assume the role of educator, referral agent and advocate while providing care within an evolving health care system.



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
◇ <a href="#">NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 861 - Introduction to Acute Care Concepts</a>	3
<a href="#">NS 862 - Applying Acute Care Concepts</a>	3
<a href="#">NS 863 - Complex Acute Care Concepts</a>	3
<a href="#">NS 864 - Advanced Acute Care Concepts</a>	3
<a href="#">NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	30

*\*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

### **Specialty Option Courses for Psychiatric-Mental Health Nurse Practitioner\***

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner</a>	2
<a href="#">NS 856 - Introduction to Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 857 - Application of Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 858 - Complex Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 859 - Advanced Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	32

*\*The Psychiatric-Mental Health Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course maybe be taken at a time.*

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## **Post-Graduate Certificate in Nursing**

### **Director of Graduate Nursing**

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### **Post-Graduate Certificate Options**

The purpose of the Post-Graduate certificate options provide opportunities for students who already have a graduate degree to gain knowledge within a specialty at Clarkson College. The Post-Graduate certificate represents the student's successful completion of the required courses in the chosen nursing option. The five options are Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nurse Educator and Nursing Healthcare Administration.

## Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

**Program requires Health and Safety** – [View Health and Safety Information](#)

## Required Courses for Post-Graduate Certificate in Nursing

### Family Nurse Practitioner Courses

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 832 - Primary Healthcare I</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<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 Healthcare II</a>	3
<a href="#">NS 852 - Family Nurse Practitioner Transition to Practice</a>	2
<b>Total Semester Hours</b>	<b>33</b>

*\*The Family Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

## **Nursing Education Courses**

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<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
<a href="#">NS 890 - Nurse Educator Transition to Practice</a>	2
Total Semester Hours	23

## **Nursing Healthcare Administration Courses**

The goal of this program option is to educate nurses who wish to become nursing health care administrators (i.e., executives or managers). The curriculum encompasses systems, leadership, and organization information, including theoretical models and concepts that are relevant to the role of nursing health care administrator. Learners will review and evaluate several health care settings and identify strategies to manage those areas. This program option prepares the learner to engage in evidence-based, data-driven decision-making while pursuing high-quality health care that is safe, affordable and results in positive outcomes.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
<a href="#">MB 837 - Leading Change</a> OR <a href="#">MB 846 - Fundamentals of Informatics</a>	3 3
Total Semester Hours	23

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

### **Adult Gerontology Acute Care Nurse Practitioner**

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, and will assume the role of educator, referral agent, and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<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 861 - Introduction to Acute Care Concepts</a>	3
<a href="#">NS 862 - Applying Acute Care Concepts</a>	3
<a href="#">NS 863 - Complex Acute Care Concepts</a>	3
<a href="#">NS 864 - Advanced Acute Care Concepts</a>	3
<a href="#">NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	33

*\*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

### **Psychiatric-Mental Health Nurse Practitioner**

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">NS 830 - Advanced Physical Assessment</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner</a>	2
<a href="#">NS 856 - Introduction to Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 857 - Application of Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 858 - Complex Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 859 - Advanced Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice</a>	2
Total Semester Hours	35

*\*The Psychiatric-Mental Health Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are required to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

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## **Nurse Anesthesia**

### **Nurse Anesthesia Program Administrator**

Adrienne Rochleau, DNP, CRNA

PH 402.552.6635 TF 800.647.5500

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

### **Program Specific Competency Goals**

Upon completion of the Master of Science in Nursing (MSN) 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 the Clarkson College student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity and Professionalism*

## Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from the Office of Enrollment and Advising, College website or [Academic Policies & Procedures](#) section (AD-1).

## Service Learning

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College values of Learning, Caring, Commitment, Integrity and Excellence. All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service course identified by the symbol ◊.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Required Courses for Nurse Anesthesia

### Core Requirement Courses for Nurse Anesthesia

(16 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</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



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	15

### Senior Project

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

### 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
<a href="#">AN 858 - Scientific Foundations</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	17

#### 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 888 - Clinical Anesthesia Implications</a>	4
<a href="#">AN 888 - Clinical Anesthesia Implications</a>	4
<a href="#">AN 888 - Clinical Anesthesia Implications</a>	4
<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	18

### 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

<b>Courses</b>	<b>Semester Hours</b>
<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

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

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## Doctor of Nursing Practice: Post-Master's Option

### Director of Graduate Nursing

Layna Himmelberg, Ed.D., MSN, CNE

PH 402.552.2776 TF 800.647.5500

## Introduction

Graduates of the Doctor of Nursing Practice (DNP) program option 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 DNP degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **(Critical Thinking, Technology)\*\***
- Implement and evaluate health care 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 health care 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 health care 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 health care delivery systems. **(Communication, Professionalism)\*\***
- Analyze health care 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)\*\***

### **Council on Accreditation (COA) Graduate Standards**

Upon completion of the DNP degree, graduates will demonstrate the ability to:

- 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 the Clarkson College student success skills, which are our institutional student learning outcomes, and include Communication, Technology, Critical Thinking, Diversity and Professionalism*

**Program requires Health and Safety – [View Health and Safety Information](#)**

### **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Admissions office, the College website, or in the [Academic Policies & Procedures](#) section (AD-1).

### **Required Courses for Doctor of Nursing Practice: Post-Master's Option**

#### **Core Requirement Courses**

(28 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ DNP 915 - Outcomes of Healthcare in a Global Society</a>	3
<a href="#">DNP 916 - Healthcare Informatics and Data Analytics</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<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 - Healthcare 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**

Up to 18 semester hours can be completed

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EDD 934 - Learning Theories and Adult Education Methods</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
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">DNP 963 - DNP Scholarly Project IV</a>	3
<a href="#">DNP 964 - DNP Scholarly Project V</a>	3

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## **Doctor of Nursing Practice in Nurse Anesthesia: BSN to DNP**

### **Nurse Anesthesia Program Administrator**

Adrienne Rochleau, DNP, CRNA  
PH 402.552.6635 TF 800.647.5500  
[RochleauAdrienne@clarksoncollege.edu](mailto:RochleauAdrienne@clarksoncollege.edu)

### **Program Specific Role Competencies:**

Upon completion of the BSN to DNP with a specialization in Nurse Anesthesia degree, the graduate will be able to demonstrate:

- Support patient safety through vigilance and protection from complications. **(Critical thinking, Technology)\*\***
- Demonstrate competence in the perianesthesia management of patients by delivering individualized, culturally competent care across the life span. **(Diversity, Technology)\*\***
- Demonstrate critical thinking, responsibility and accountability by applying evidenced-based concepts to decision making and problem solving when assessing, diagnosing, managing and evaluating perianesthesia care. **(Critical Thinking, Technology)\*\***
- Develop interpersonal communication skills promoting the effective exchange of information and collaboration while respecting patient privacy and maintaining confidentiality. **(Communication, Technology)\*\***
- Develop a leadership style integrating critical thinking and facilitating professional collaboration. **(Professionalism, Critical Thinking)\*\***
- Demonstrate professionalism, including a commitment to academic and personal integrity. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [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 Doctor of Nursing Practice in Nurse Anesthesia: BSN to DNP**

**Core Requirement Courses**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">DNP 916 - Healthcare Informatics and Data Analytics</a>	3
<a href="#">DNP 915 - Outcomes of Healthcare in a Global Society</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 - Healthcare Economics and Financial Management</a>	3
<a href="#">DNP 948 - Evidence-Based Practice</a>	3
<a href="#">AN 960 - DNP Scholarly Project I</a>	2
<a href="#">AN 961 - DNP Scholarly Project II</a>	2
<a href="#">AN 962 - DNP Scholarly Project III</a>	2
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	28

**Nurse Anesthesia Specialty Core Requirements**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">AN 860 - Professional Aspects of Nurse Anesthesia</a>	3
<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



<b>Courses</b>	<b>Semester Hours</b>
<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 858 - Scientific Foundations</a>	3
<a href="#">AN 876 - Advanced Pharmacology I</a>	3
<a href="#">AN 877 - Advanced Pharmacology II</a>	3
<a href="#">AN 888 - Clinical Anesthesia Implications</a>	4
<a href="#">AN 830 - Advanced Physical Assessment for 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="#">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
Total Semester Hours	61

### Optional Electives

1–3 semester hours

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

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## Doctor of Nursing Practice: BSN to DNP Option

Director of Graduate Nursing

Layna Himmelberg, Ed.D., MSN, CNE  
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[himmelberg@clarksoncollege.edu](mailto:himmelberg@clarksoncollege.edu)

## Introduction

Graduates of the Doctor of Nursing Practice (DNP) program will have expanded knowledge and expertise required of advance practice nurses to provide leadership through collaborative and innovative decision making in an evidence-based practice environment. Graduates will demonstrate excellence in interdisciplinary, client-centered communication, translation of research, and implementation of evidence-based change to promote quality health care outcomes. Graduates will have a working knowledge of the processes involved in the development of state, national and professional policies governing health care.

## Program Specific Competency Goals

Upon completion of the DNP degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **(Critical Thinking, Technology)\*\***
- Implement and evaluate health care 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 health care 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 health care 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 health care delivery systems. **(Communication, Professionalism)\*\***
- Analyze health care 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)\*\***

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Doctor of Nursing Practice: BSN to DNP Option

#### Core Requirement Courses

Courses	Semester Hours
<a href="#">◇ DNP 915 - Outcomes of Healthcare in a Global Society</a>	3
<a href="#">DNP 916 - Healthcare 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 - Healthcare 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

#### Required Electives

4 semester hours required

<b>Courses</b>	<b>Semester Hours</b>
<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
<a href="#">EDD 934 - Learning Theories and Adult Education Methods</a>	3
<a href="#">NS 827 - Teaching and Learning Strategies for the Nurse Educator</a>	3
<a href="#">DNP 963 - DNP Scholarly Project IV</a>	3
<a href="#">DNP 964 - DNP Scholarly Project V</a>	3

There are four (4) options offered for the BSN-DNP: Adult Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Family Nurse Practitioner and Nurse Anesthesia (CRNA).

### **Specialty Option Courses in Adult Gerontology Acute Care Nurse Practitioner**

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care to adult and gerontological patients in acute care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, and will assume the role of educator, referral agent and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<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 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 861 - Introduction to Acute Care Concepts</a>	3
<a href="#">NS 862 - Applying Acute Care Concepts</a>	3
<a href="#">NS 863 - Complex Acute Care Concepts</a>	3
<a href="#">NS 864 - Advanced Acute Care Concepts</a>	3
<a href="#">NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice</a>	2
<a href="#">GR 847 - Applied Statistics</a>	3
Total Semester Hours	39

*\*The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

### **Specialty Option Courses in Psychiatric Mental Health Nurse Practitioner**

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care for patients in mental and/or behavioral health settings. The learner will engage in identifying key concepts and theories related to psychiatric-mental health nursing, strategies for communicating clearly with patients, and evidence-based treatment options or plans that meet the unique needs of each patient. The psychiatric-mental health nurse practitioner takes on the roles of educator, communicator, and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<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 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 836 - Pharmacology for Practitioners</a>	3
<a href="#">NS 838 - Advanced Pathophysiology</a>	3
<a href="#">NS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner</a>	2
<a href="#">NS 856 - Introduction to Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 857 - Application of Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 858 - Complex Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 859 - Advanced Psychiatric-Mental Health Concepts</a>	3
<a href="#">NS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice</a>	2
<a href="#">GR 847 - Applied Statistics</a>	3
Total Semester Hours	41

*\*The Psychiatric-Mental Health Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

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

The goal of this program option is to educate nurses who wish to become advance practice providers promoting health and providing care of the individual and family in primary care settings. Throughout this program option, the learner will develop an advanced nursing practice that encompasses concepts and theories related to nursing and health care, as well as recognized and evidence-based care standards to deliver family-centered care. The family nurse practitioner (FNP) assumes the role of educator, referral agent and advocate while providing care within an evolving health care system.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
<a href="#">NS 830 - Advanced Physical Assessment</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">NS 832 - Primary Healthcare I</a>	3
<a href="#">NS 833 - Foundations of Adult-Gerontologic Healthcare</a>	2
<a href="#">◇ NS 834 - Advanced Nutrition</a>	3
<a href="#">NS 835 - Foundations of Psychiatric-Mental Health</a>	2
<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 Healthcare II</a>	3
<a href="#">NS 852 - Family Nurse Practitioner Transition to Practice</a>	2
<a href="#">GR 847 - Applied Statistics</a>	3
Total Semester Hours	39

*\*The Family Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at one time.*

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## **Dual Degree - Master of Science in Nursing and Master in Healthcare Administration**

### **Director of Graduate Nursing**

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### **Introduction**

Clarkson College offers an online Master of Science in Nursing (MSN) degree with an option for Nursing Healthcare Administration. In addition, Clarkson College offers

a master's degree in Healthcare Administration (MHA). These two programs can be combined to meet specific professional goals of graduate students. In order to complete this program at Clarkson College, students must successfully complete 54 graduate hours.

### **Program Specific Competency Goals**

Upon completion of the MSN requirements for Nursing Healthcare Administration, the graduate will be able to demonstrate:

- Demonstrate the ability to engage in effective and caring communication with diverse individuals and groups to educate, inform, collaborate, and reflect. **(Communication)\*\***
- Apply complex and evidence-based nursing knowledge and experience to analyze and evaluate strategies and outcomes in health care and educational settings to inform decision-making and/or problem-solving. **(Critical Thinking)\*\***
- Demonstrate the awareness of the unique characteristics inherent to all individuals, by appreciating similarities and differences and advocating for caring holistic nursing approaches. **(Diversity)\*\***
- Utilize and evaluate health care information technology systems and processes for communication, decision making, management and interdisciplinary collaboration to enhance health care delivery. **(Technology)\*\***
- Promote the nursing profession by recognizing and engaging in competent, accountable, ethical and holistic practice; caring and collaborating relationships; respectful interactions with diverse individuals and groups; and quality- and safety-based decision making. **(Professionalism)\*\***

Upon completion of the MHA, 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 health care administration **(Technology)\*\***
- Maintain the highest ethical, professional, and legal standards of conduct. **(Professionalism)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Online Curriculum

The Clarkson College online dual master's degree is designed to be a flexible learning environment. Internet-based instruction offers interactive learning opportunities and comprehensive access to information and resources. Dedicated faculty members are focused on student learning, which helps make online learning a productive and rewarding experience.

To complete the dual MSN and MHA option at Clarkson College, students must successfully complete a total of 54 semester hours. These hours must be distributed as follows:

- **Core Nursing Courses = 19 semester hours**
- **Major Requirement Courses = 26 semester hours**
- **Capstone Experience = 3 semester hours**
- **Major Electives = 6 semester hours**

The Clarkson College MHA program option 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. The Clarkson College MHA option defines its academic year as 36 weeks of instructional time using semester hours. These terms are considered nonstandard terms.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

## Required Courses for Dual Degree - Master of Science in Nursing and Master in Healthcare Administration

### Nursing Core Classes

(19 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">GR 798 - Essentials of Scholarly Writing</a>	1
◇ <a href="#">NS 803 - Healthcare Delivery Systems and Managed Care</a>	2
<a href="#">NS 805 - Application and Evaluation of Theory in Nursing</a>	2
<a href="#">NS 807 - Theories and Concepts of Advanced Practice Roles</a>	3
◇ <a href="#">NS 808 - Nursing Law and Ethics</a>	3
<a href="#">NS 812 - Research Design and Methods</a>	3
<a href="#">NS 813 - Research Design and Methods II</a>	2
<a href="#">GR 847 - Applied Statistics</a>	3
Total Semester Hours	19

All courses are 15 or 12 weeks in duration.

### Major Requirement Courses

(26 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 800 - Ethics in Leadership</a>	2
<a href="#">MB 808 - Healthcare Leadership</a>	3
◇ <a href="#">MB 818 - Organizational Behavior</a>	3
<a href="#">MB 821 - Healthcare Data Analytics</a>	3
<a href="#">MB 826 - Healthcare Strategic Management</a>	3
<a href="#">MB 828 - Financial Management in Healthcare</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 833 - Healthcare Quality and Risk Management</a>	3
<a href="#">MB 837 - Leading Change</a>	3
<a href="#">NS 898 - Nursing Healthcare Leadership Practicum</a>	3
Total Semester Hours	26

All courses are six weeks in duration with the exception of the practicum.

### **Capstone Experience**

(3 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 900 - Capstone</a>	3
Total Semester Hours	3

Course is 15 or 12 weeks in duration.

### **Major Electives**

Students must choose a total of 6 semester hours as part of the degree.

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MB 813 - Healthcare Law and Policy</a>	3
<a href="#">MB 819 - Human Resources</a>	3
<a href="#">MB 836 - Healthcare Project Management</a>	3
<a href="#">MB 839 - Healthcare Reimbursement</a>	3
<a href="#">MB 845 - Management of Health Information</a>	3
<a href="#">MB 846 - Fundamentals of Informatics</a>	3
<a href="#">MB 848 - Systems and Database Design</a>	3
<a href="#">MB 850 - Healthcare Information Systems</a>	3
<a href="#">MB 899 - Independent Study for Healthcare Administration</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ MB 903 - Internship</a>	3
Electives	9
Total Semester Hours	37

All courses are six weeks in duration besides MB 899 & MB 903, which are 12 weeks in duration.

## **Undergraduate Nursing Courses**

### **NS 118 - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory**

This course is designed to introduce professional nursing concepts of caring, client-centered care, evidence-based practice, informatics, teamwork and collaboration, safety, quality improvement, and professionalism. The student is introduced to the professional knowledge, skills, and attitudes essential to the development of nursing competencies. The Caputi Model for Teaching Thinking in Nursing is utilized to introduce and apply various models to develop clinical judgment.

**Semester hours: 2**

#### **Prerequisites:**

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

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

- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

### **NS 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](#) - Fundamentals of Chemistry - Lecture and Lab

**Co-requisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**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](#) - Fundamentals of Chemistry - Lecture and Lab

**Co-requisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**NS 161 - Introduction to Population-Based Public Health Nursing: Theory Online**

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

**Semester hours: 1****Prerequisites:**

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

**NS 205 - 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 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

**NS 227 - Pathophysiology**

Human physiological responses to disease, stress and the environment are studied; and pathophysiological processes are analyzed to provide the scientific rationale for nursing interventions. Diagnostic and medical treatment modalities are studied in conjunction with pathological dynamics.

**Semester hours: 3**

**Prerequisites:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - Fundamentals of Chemistry - Lecture and Lab
- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**Co-requisites:**

- [NS 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

**Restrictions and Notes:**

- LPN-BSN students see advisor.

**NS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory**

The student will 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](#) - Fundamentals of Chemistry - Lecture and Lab
- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**Co-requisites:**

- [NS 227](#) - Pathophysiology
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I

**NS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical**

The student will apply assessment techniques with identification of abnormal findings as they relate to disease processes in the adult client. The student will demonstrate the professional caring nurse role with an emphasis on safety and client-centered care. Students will utilize the nursing process and technology to support teamwork and collaboration in clinical decision making.

**Semester hours: 2**

**Prerequisites:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - Fundamentals of Chemistry - Lecture and Lab
- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**Co-requisites:**

- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 235](#) - Pharmacology I

**NS 235 - Pharmacology I**

The student will apply the basic concepts of anatomy, physiology and chemistry in the administration of pharmacologic agents. The student will recognize standard practices and technologies related to medication safety to minimize the risk of harm and maximize the benefit to the client. Students will be able to accurately calculate drug dosages and interpret data to monitor the outcomes of pharmacologic interventions.

**Semester hours: 2**

**Prerequisites:**

- [BI 210](#) - Microbiology - Lecture and Lab
- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [CH 110](#) - Fundamentals of Chemistry - Lecture and Lab
- [MA 130](#) - College Algebra
- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online

**Co-requisites:**

- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical

**Restrictions and Notes:**

- \*For LPN to BSN see advisor

**NS 254 - Managing the Nursing Care of the Adult: Theory**

The student will build upon previous knowledge of pathophysiology, pharmacology and assessment skills in the provision of safe, holistic care of the adult client with acute and chronic illnesses. Emphasis will be placed on the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

**Semester hours: 4**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I

**Co-requisites:**

- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II



**Restrictions and Notes:**

- \*For LPN to BSN see advisor

**NS 255 - Managing the Nursing Care of the Adult: Clinical**

The student will apply previous knowledge of pathophysiology, pharmacology and assessment skills in the delivery of safe, holistic care of the adult client with acute and chronic illnesses. In the professional nurse role, the student will demonstrate the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

**Semester hours:** 4

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I

**Co-requisites:**

- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 256](#) - Pharmacology II

**Restrictions and Notes:**

- \*For LPN to BSN see advisor

**NS 256 - Pharmacology II**

The student will explain the basic concepts of anatomy, physiology and chemistry while building on the pharmacologic principles from Pharmacology I in the administration of pharmacologic agents. The student will recognize standardized practices and technologies related to medication safety to minimize the risk of harm and maximize the benefit to the client. Students will be able to accurately calculate drug dosages and interpret data to monitor the outcomes of pharmacologic interventions.

**Semester hours:** 2

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory

- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I

**Co-requisites:**

- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical

**Restrictions and Notes:**

- For LPN to BSN see advisor

**NS 332 - 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 interprofessional care, impacting the individual, families, and groups.

**Semester hours: 2**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [PY 101](#) - Introduction to Psychology

**Co-requisites:**

- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

## **NS 333 - 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: 2**

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [PY 101](#) - Introduction to Psychology

### **Co-requisites:**

- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

## **NS 334 - 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: 2**

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory

- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical

**NS 335 - Nursing Care of Women and Child-bearing Families: Clinical**

Students will apply the nursing process and theoretical concepts related to safe, evidence-based, interdisciplinary care of women and childbearing families in a variety of settings.

**Semester hours: 2**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical

### **NS 336 - 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: 2**

#### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

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

- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical

### **NS 337 - Family-Centered Nursing Care of Children: Clinical**

The student will employ evidence-based principles of family-centered nursing care of the well child and children with acute and chronic health problems. The student will participate in teamwork and collaboration to promote shared decision making for safe delivery of health care.

**Semester hours: 2**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory

**NS 339 - Pathways for Success for the LPN to BSN: Theory Online**

The student will be provided a pathway for the transition from the role of LPN to BSN. Students will learn how to effectively write scholarly papers, both in terms of format and APA style. This course serves as an orientation to clinical experiences and expectations, various College departments and services, and the learning management system (LMS).

**Semester hours:** 1

**Restrictions and Notes:**

- Prerequisite: Current unencumbered LPN license required

**NS 346 - Evidence-Based Inquiry in Healthcare**

The student will learn how to ask clinical questions in PICOT format and to search common databases. The student develops the skill of critical appraisal of published research. Emphasis will be placed on how practice can be changed by the use of evidence-based guidelines and quality improvement processes.

**Semester hours:** 2

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [ST 310](#) - Statistics

### **NS 361 - Population Health III**

This course will examine the significance of program management in addressing health issues as well as the assessment of care needs for individuals, communities and populations. The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice. This course emphasizes student management using a required service experience. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 1**

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 361](#) - Population Health III

### **NS 349 - Pathways for Success**

The student will be provided a pathway for the transition to BSN and MSN programs at Clarkson College. Students will learn how to effectively write scholarly papers, both

in terms of format and APA style. This course serves as an orientation to the various departments and services at the College and its online course delivery platform.

**Semester hours: 1**

**Restrictions and Notes:**

- Current unencumbered RN license required

### **NS 352 - Evidence-Based Inquiry in Healthcare for the RN to BSN/MSN Student**

The RN to 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:**

- [NS 349](#) - Pathways for Success
- [NS 356](#) - Concepts of Professional Practice for the RN to BSN/MSN
- [NS 357](#) - Physical Assessment
- [ST 310](#) - Statistics

### **NS 355 - Concepts of Professional Practice for the LPN to BSN**

Students will explore professional nursing concepts specific to the transition from the LPN role to the baccalaureate-prepared nurse and quality along with safety education for nurses. Specific emphasis will be placed on nursing theory and the concepts of evidence-based practice, quality improvement, caring, teamwork, collaboration and client-centered care.

**Semester hours: 3**

**Restrictions and Notes:**

- Current unencumbered LPN license required

### **NS 356 - Concepts of Professional Practice for the RN to BSN/MSN**

Students will explore professional nursing concepts specific to the baccalaureate-prepared nurse and quality and safety education for nurses. Specific emphasis will be placed on nursing theory and the concepts of evidence-based practice, quality improvement, caring, teamwork, collaboration and client-centered care.

**Semester hours: 3**

**Restrictions and Notes:**

- Current unencumbered RN license required



## **NS 357 - Physical Assessment**

The student will validate areas of assessment expertise and further develop clinical assessment and critical-thinking skills. Specific emphasis is placed on evidence-based assessment techniques for each of the body systems, critical-thinking skills, safety and client-centered care practices.

**Semester hours:** 3

### **Restrictions and Notes:**

- Current unencumbered RN license required

## **NS 361 - Program Management and Care of the Client in the Community: Theory Online**

This course will examine the significance of program management in addressing health issues as well as the assessment of care needs for individuals, communities and populations. The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice.

**Semester hours:** 1

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II

### **Co-requisites:**

- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

## **NS 362 - Program Management and Care of the Client in the Community: Clinical**

The student will apply client-centered care to individuals, groups and families within a diverse population. The student will value the need for continuous improvements that

support evidence-based practice, integration of teamwork and collaboration, and the promotion of safe outcomes demonstrating the role of the nurse in teamwork, leadership and collaboration. The student will demonstrate the knowledge, skills and attitudes necessary to provide safe, quality-centered patient care with a focus on evidence-based practice with the integration of community-based theories and public health policy. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 1**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II

**Co-requisites:**

- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online

### **NS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online**

The student will build upon previous knowledge of population health nursing and client-centered care experiences while learning about the management of disasters, common transmissible diseases, applying the epidemiological process, environmental and global health, and their influence on regulatory policies and legislation. The student will examine the influence of social, political, cultural, and environmental factors in public health and how they relate to diverse populations and environments. The student will explore the needs and factors that impact vulnerable populations including homeless, migrant, immigrant, and refugee population.

**Semester hours: 2**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory

- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

**NS 454 - Population Health Nursing-Global Health and Health Policy: Clinical**

The student will apply a population-based nursing approach to care delivered to individuals in public health settings applying evidence-based practice working with an interprofessional team. The student will demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, client-centered nursing care to diverse populations and environments.

**Semester hours: 1**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II

- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

**NS 458 - 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:** 3

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online

- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

**NS 459 - Concepts of Complex Multisystem Clients I: Clinical**

The student will collaborate with the interprofessional 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: 3**

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical

**Co-requisites:**

- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical

- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory

### **NS 467 - Transition to 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 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

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

- [NS 470](#) - Concepts of Complex Multisystem Clients II: Theory
- [NS 473](#) - Preceptorship: Clinical
- [NS 474](#) - Pharmacology III
- [NS 483](#) - Principles of Leadership and Management: Theory Online

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

- Course Co-requisite changes: See academic advisor

## **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 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

### **Co-requisites:**

- [NS 467](#) - Transition to Practice
- [NS 473](#) - Preceptorship: Clinical
- [NS 474](#) - Pharmacology III
- [NS 483](#) - Principles of Leadership and Management: Theory Online

**Restrictions and Notes:**

- Course Co-requisite changes: See academic advisor

**NS 473 - Preceptorship: Clinical**

The student will promote a caring, holistic approach while providing safe, client-centered care based on effective clinical decision making within the interdisciplinary team. This course will provide opportunities to analyze professional nurse leadership roles and management concepts at the systems level while building on previous knowledge, skills and attitudes. The student will employ evidence-based practice and health care literacy to facilitate quality improvement processes for optimal health care.

**Semester hours:** 4

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

**Co-requisites:**

- [NS 467](#) - Transition to Practice
- [NS 470](#) - Concepts of Complex Multisystem Clients II: Theory



- [NS 474](#) - Pharmacology III
- [NS 483](#) - Principles of Leadership and Management: Theory Online

**Restrictions and Notes:**

- Course Co-requisite changes: See academic advisor

**NS 474 - Pharmacology III**

The student will review Pharmacology I and Pharmacology II courses to be able to provide safe, effective care related to medication administration.

**Semester hours:** 1

**Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 346](#) - Evidence-Based Inquiry in Healthcare
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

**Co-requisites:**

- [NS 467](#) - Transition to Practice
- [NS 470](#) - Concepts of Complex Multisystem Clients II: Theory
- [NS 473](#) - Preceptorship: Clinical

- [NS 483](#) - Principles of Leadership and Management: Theory Online

**Restrictions and Notes:**

- Course Co-requisite changes: See academic advisor

**NS 475 - Principles of Leadership and Management for the RN to BSN/MSN**

The RN to BSN/MSN student will analyze theories and concepts of current nursing leadership and management in diverse interdisciplinary health care environments. The student will select quality improvement processes to evaluate effectiveness of health care systems in meeting health needs of individual, families and diverse populations.

**Semester hours:** 3

**Prerequisites:**

- [NS 352](#) - Evidence-Based Inquiry in Healthcare for the RN to BSN/MSN Student

**NS 481 - Population Health for the RN to BSN/MSN**

The student will synthesize concepts of public health practice including its historic development. The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. The student will examine the significance of public health program planning in addressing global health issues and analyze quality improvement factors, which support the use of informatics, safety, quality care, and teamwork and collaboration.

**Semester hours:** 3

**Restrictions and Notes:**

- Current, unencumbered RN license required

**NS 482 - Capstone/Practicum for the RN to BSN/MSN**

This capstone/practicum course will provide the student the opportunity to complete practicum hours in a population health environment. The student will review and analyze current research and apply the findings to a final project.

**Semester hours:** 4

**Prerequisites:**

- [NS 352](#) - Evidence-Based Inquiry in Healthcare for the RN to BSN/MSN Student

**Restrictions and Notes:**

- Current, unencumbered RN license required

## **NS 483 - Principles of Leadership and Management: Theory Online**

The student will apply leadership and management principles in the context of the QSEN (Quality & Safety Education for Nurses) concepts to the health care environment. Considerations for interprofessional practice, diversity, systems thinking, clinical judgement, and organizational function are included.

**Semester hours: 2**

### **Prerequisites:**

- [NS 118](#) - Introduction of Professional Nursing Concepts and Clinical Judgement: Theory
- [NS 125](#) - Foundational Skills and Assessment of the Adult: Theory
- [NS 126](#) - Foundational Skills and Assessment of the Adult: Clinical
- [NS 161](#) - Introduction to Population-Based Public Health Nursing: Theory Online
- [NS 227](#) - Pathophysiology
- [NS 233](#) - Assessment and Care of the Adult with Abnormal Findings: Theory
- [NS 234](#) - Assessment and Care of the Adult with Abnormal Findings: Clinical
- [NS 235](#) - Pharmacology I
- [NS 254](#) - Managing the Nursing Care of the Adult: Theory
- [NS 255](#) - Managing the Nursing Care of the Adult: Clinical
- [NS 256](#) - Pharmacology II
- [NS 332](#) - Behavioral Health Continuum of Care: Theory
- [NS 333](#) - Behavioral Health Continuum of Care: Clinical
- [NS 334](#) - Nursing Care of Women and Child-bearing Families: Theory
- [NS 335](#) - Nursing Care of Women and Child-bearing Families: Clinical
- [NS 336](#) - Family-Centered Nursing Care of Children: Theory
- [NS 337](#) - Family-Centered Nursing Care of Children: Clinical
- [NS 361](#) - Program Management and Care of the Client in the Community: Theory Online
- [NS 362](#) - Program Management and Care of the Client in the Community: Clinical
- [NS 453](#) - Population Health Nursing-Global Health and Health Policy: Theory Online
- [NS 454](#) - Population Health Nursing-Global Health and Health Policy: Clinical
- [NS 458](#) - Concepts of Complex Multisystem Clients I: Theory
- [NS 459](#) - Concepts of Complex Multisystem Clients I: Clinical

### **Co-requisites:**

- [NS 467](#) - Transition to Practice
- [NS 470](#) - Concepts of Complex Multisystem Clients II: Theory
- [NS 473](#) - Preceptorship: Clinical
- [NS 474](#) - Pharmacology III

### **Restrictions and Notes:**

- Course Co-requisite changes: See academic advisor

### **NS 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 830 - Advanced Physical Assessment for Nurse Anesthesia**

This course emphasizes competencies in history taking and performing comprehensive health assessments of individuals of all ages and the interpretation of findings for nurse anesthesia.

**Semester hours:** 3

### **AN 851 - Advanced Anatomy, Physiology and Pathophysiology I**

An integrated, systems approach to the advanced study of anatomy, physiology and pathophysiology, serving as a foundation for nurse anesthesia practice. Provides Nurse Anesthesia students with the basis of anatomical and physiological processes necessary for understanding health and disease through the life span. Developmental physiology, normal etiology, pathogenesis and clinical manifestations of common altered health states are discussed. Focus is on the nervous, cardiovascular and endocrine systems of the body.

**Semester hours:** 6

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

- Prerequisite: Acceptance into Nurse Anesthesia program

### **AN 852 - Advanced Anatomy, Physiology and Pathophysiology II**

An integrated, systems approach to the advanced study of anatomy, physiology and pathophysiology, serving as a foundation for nurse anesthesia practice. Provides Nurse Anesthesia students with the basis of anatomical and physiological processes necessary for understanding health and disease through the lifespan. Developmental

physiology, normal etiology, pathogenesis and clinical manifestations of common altered health states are discussed. Focus is on the respiratory, gastrointestinal, hepatic, musculoskeletal, immune, hematology and renal systems in addition to important areas of non-systems pathophysiology.

**Semester hours:** 6

**Prerequisites:**

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

### **AN 858 - Scientific Foundations**

A review of the principles of chemistry (aqueous solutions and concentrations; acids, bases and salts), biochemistry (hepatic metabolism, cellular mechanisms for action and drug receptor interaction) and physics (units of measurement; gases and gas laws; solubility, diffusion and osmosis; pressure and fluid flow; electricity and electrical safety; vaporization and humidification; and measurement of oxygen, carbon dioxide and hydrogen ion) as they relate to anesthesia practice. Includes fundamentals of radiologic and ultrasound principles and various techniques.

**Semester hours:** 3

**Restrictions and Notes:**

- Prerequisite: Acceptance into Nurse Anesthesia program

### **AN 859 - Professional Aspects of Nurse Anesthesia**

Provides the graduate nurse anesthesia student an opportunity to focus on a variety of professional issues including the history of nurse anesthesia, professional socialization and participation, roles of the nurse anesthetist and the American Association of Nurse Anesthetists, regulations of nurse anesthesia practice, standards of care, scope of practice, practice settings and employment options, reimbursement, quality assessment, legal system, medical ethics and chemical dependency, patient safety, infection control, and standard precautions. During the program, attendance at one state or national meeting for nurse anesthetists is required for this course.

**Semester hours:** 3

**Restrictions and Notes:**

- Prerequisite: Acceptance into Nurse Anesthesia Program

### **AN 860 - Professional Aspects of Nurse Anesthesia**

This course provides the nurse anesthesia student an opportunity to focus on a variety of issues related to the nurse anesthesia profession. Topics include the history of nurse anesthesia, professional socialization and the importance of participation, the role of the nurse anesthetist, and the professional organizations. Also discussed are regulations of nurse anesthesia practice, standards of care, scope of practice, practice settings and employment options, reimbursement, quality improvement, and ethical and legal issues

impacting the profession. Major emphasis is placed on wellness and substance use disorder.

**Semester hours:** 3

**Restrictions and Notes:**

- Prerequisite: Acceptance into the Nurse Anesthesia program

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

Introduces the nurse anesthesia graduate student to concepts necessary to plan and execute a safe, individualized anesthetic. Course includes pre- and post-anesthetic assessment, formulation of the anesthesia care plan, anesthetic techniques, administration and management of major nerve conduction anesthesia, acute and chronic pain management, awareness of potential complications, prevention of complications and all adverse patient outcomes, fluid management, positioning the patient, and the monitoring and utilization of anesthesia equipment. An emphasis is placed on patient-centered care, prevention of complications and improving patient outcomes.

**Semester hours:** 4

**Co-requisites:**

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

**Restrictions and Notes:**

- Prerequisite: Acceptance into Nurse Anesthesia program

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

This course provides the nurse anesthesia graduate student guided practical experience associated with those concepts presented in Principles of Anesthesia I (AN 872). Includes practice in and evaluation of task-specific skills in simulation.

**Semester hours:** 1

**Co-requisites:**

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

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

This course provides advanced theory and instruction necessary for the advancement to clinical anesthesia practice. Content includes instruction on the special populations throughout the lifespan, obesity and surgical procedures.

**Semester hours:** 4

**Prerequisites:**

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

**Co-requisites:**

- [AN 873L](#) - Principles of Anesthesia II Lab

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

This course provides the nurse anesthesia graduate student guided practical experience associated with preoperative assessment, preparation for the administration of anesthesia, induction, maintenance, emergence and postanesthesia management. This course includes practice in and evaluation of task-specific skills in both simulation and skills lab environments.

**Semester hours: 1**

**Prerequisites:**

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

**Co-requisites:**

- [AN 873](#) - Principles of Anesthesia II

**AN 876 - Advanced Pharmacology I**

Advanced Pharmacology I provides students with a thorough understanding of the science of pharmacology. The primary focus is on topics integral to modern anesthesia practice. These include pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy, toxicology and others. Major areas of discussion include uptake and distribution of inhalation agents, anesthesia induction drugs and opiate agonists/antagonists.

**Semester hours: 3**

**Restrictions and Notes:**

- Prerequisite: Acceptance into Nurse Anesthesia program

**AN 877 - Advanced Pharmacology II**

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 uptake and distribution of inhalation agents, anesthesia neuromuscular blocking drugs, local anesthetics, and drugs affecting the cardiovascular system.

**Semester hours: 3**

**Prerequisites:**

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

### **AN 888 - Clinical Anesthesia Implications**

This course emphasizes the analysis, synthesis and application of anesthesia concepts to the development of an individualized anesthesia plan of care. Inherent in this process is the integration of pharmacology, physiology and pathophysiology with anesthesia principles emphasizing the anesthesia implications. Adjuvant drugs commonly encountered by nurse anesthetists are emphasized. This course is designed to aid the didactic student in their transition to the clinical phase of the program.

**Semester hours:** 4

**Prerequisites:**

- [AN 851](#) - Advanced Anatomy, Physiology and Pathophysiology I
- [AN 852](#) - Advanced Anatomy, Physiology and Pathophysiology II
- [AN 872](#) - Principles of Anesthesia I
- [AN 873](#) - Principles of Anesthesia II
- [AN 876](#) - Advanced Pharmacology I
- [AN 877](#) - Advanced Pharmacology II

### **AN 901 - Clinical Correlation Conference Seminar I**

Clinical Correlation Conference Seminar I provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts such as nursing theory and financial management.

**Semester hours:** 2

**Restrictions and Notes:**

- Prerequisite: Progression to Clinical Phase of Nurse Anesthesia program

### **AN 902 - Clinical Correlation Conference Seminar II**

Clinical Correlation Conference Seminar II provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts, such as health care policy, leadership, administration and management. Students will explore issues with current health care policy issues on the federal and state levels, recent and future trends in health care, and how these issues relate to nurse anesthesia practice. Students will recognize and explore healthcare from a leadership, administrative and management side from federal, state and local health care entities.

**Semester hours:** 2

**Prerequisites:**

- [AN 901](#) - Clinical Correlation Conference Seminar I



### **AN 903 - Clinical Correlation Conference Seminar III**

Clinical Correlation Conference Seminar III provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students will explore the integration of evidenced-based anesthesia practice and standards of care into everyday nurse anesthesia practice.

**Semester hours: 2**

**Prerequisites:**

- [AN 902](#) - Clinical Correlation Conference Seminar II

### **AN 904 - Clinical Correlation Conference Seminar IV**

Clinical Correlation Conference Seminar IV provides students with learning opportunities to correlate didactic knowledge with clinical application utilizing discussion and case studies. Students also explore concepts such as the business of anesthesia & practice management, and reimbursement methodologies and payment policies.

**Semester hours: 2**

**Prerequisites:**

- [AN 903](#) - Clinical Correlation Conference Seminar III

### **AN 931 - Senior Project I**

This is the first of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will identify and assess a problem within the practice of nurse anesthesia, proposing a needed change in practice, health care system, education or policy. The student will begin development of the problem significance, research question, purpose and theoretical framework.

**Semester hours: 1**

**Restrictions and Notes:**

- Prerequisite: Progression to Clinical Phase

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

This is the second of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will conduct a review of the relevant literature. Then, the student will critically analyze and synthesize the existing literature. The student will then propose a plan to enhance anesthesia practice, health care system, education or policy.

**Semester hours: 1**

**Prerequisites:**

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

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

This is the third of three courses culminating in a scholarly, senior project. With improving patient outcomes as the focus, the student will finalize the components of the senior project and submit a final written document. The student will disseminate the senior project making practice recommendations based on the scholarly senior project.

**Semester hours:** 1

**Prerequisites:**

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

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

Exposure of BSN to DNP in Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry-level anesthesia practice. During Clinical Practicum I, the student will meet or exceed objectives with supervision while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

**Semester hours:** 3

**Restrictions and Notes:**

- Prerequisite: Progression to Clinical Phase

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

Exposure of BSN to DNP in Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum II, the student will meet or exceed objectives with guidance while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

**Semester hours:** 3

**Prerequisites:**

- [AN 951](#) - Clinical Anesthesia Practicum I

### **AN 953 - Clinical Anesthesia Practicum III**

Exposure of BSN to DNP in Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum III, the student will meet or exceed objectives with increasing independence, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester. During Clinical Practicum III, the student will meet or exceed objectives with increasing independence, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

**Semester hours:** 3

**Prerequisites:**

- [AN 952](#) - Clinical Anesthesia Practicum II

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

Exposure of BSN to DNP in Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry level anesthesia practice. During Clinical Practicum IV, the student will meet or exceed objectives by independently managing cases, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. During Clinical Practicum IV, the student will also meet or exceed program terminal objectives, as outlined by the Council on Accreditation, in the areas of patient safety, individualized perianesthetic management, critical thinking, communication skills and professional responsibility of the nurse anesthetist. Successful completion of AN 955 requires achievement of the program benchmark on the National Self-Evaluation Exam (SEE). During Clinical Practicum IV, the student will meet or exceed objectives by demonstrating increasing independence in the management of complex cases, while performing preanesthesia assessments, preparation for

administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. Expectations increase with each semester.

**Semester hours:** 3

**Prerequisites:**

- [AN 953](#) - Clinical Anesthesia Practicum III

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

Exposure of the MSN in Nurse Anesthesia student to patient care with participation in the administration of anesthesia. Student is provided the opportunity to demonstrate internalization of theoretical concepts and knowledge base application in anesthesia management and techniques. Includes opportunities in various clinical settings, providing the experiences necessary for the student to gain competency for entry-level anesthesia practice. During Clinical Practicum V, the student will meet or exceed objectives by independently managing cases, requiring minimal guidance in the management of complex cases, while performing preanesthesia assessments, preparation for administration of anesthesia, inductions, intraoperative management, emergence and postanesthesia management. Professional attributes and interpersonal communication are also assessed. These objectives are appropriate for the student's level of experience. During Clinical Practicum V, the student will also meet or exceed program terminal objectives, as outlined by the Council on Accreditation, in the areas of patient safety, individualized perianesthetic management, critical thinking, communication skills and professional responsibility of the nurse anesthetist. Successful completion of AN 955 requires achievement of the program benchmark on the National Self-Evaluation Exam (SEE).

**Semester hours:** 3

**Prerequisites:**

- [AN 954](#) - Clinical Anesthesia Practicum IV

### **GR 798 - Essentials of Scholarly Writing**

This course offers one hour of credit for developing skills needed to compose an evidence review of primary studies to address a focused question aimed at improving health care and/or health education. A review of methods to organize the document will be emphasized as well as sharpening basic writing skills, grammar and punctuation, and improving style requirements needed for the scholarly document appropriate for the academic community and professional health care arena.

**Semester hours:** 1

**Restrictions and Notes:**

- Prerequisite: Admission to a Graduate Nursing program.

## **GR 847 - Applied Statistics**

An in-depth coverage of the strategies involved in data analysis, including statistical procedures and interpretation of data for research. Students will apply knowledge of descriptive, parametric, non-parametric, univariate and selected multivariate approaches to data analysis. Emphasis will be on interpretation of statistical results and on evaluation of published research and its applicability to health care. Each student is expected to be familiar with common terminology and use of descriptive and inferential statistical techniques, including probability, chi-square, student's t analysis of variance, correlation and non-parametric tests.

**Semester hours:** 3

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing

**Restrictions and Notes:**

- Prerequisite: GR 798 (Unless NS 847 is a prerequisite for your program); Basic statistics course preferred.

## **NS 803 - Healthcare Delivery Systems and Managed Care**

This course is an overview of the United States health care system as compared to health systems in other countries. It includes the study of the evolution and current state of health care services and insurance, health professionals, quality, health policy, and health services financing. HMOs, PPOs and POS plans will be reviewed. Additionally, managed care objectives, functions and contracting will be discussed. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 2

**Restrictions and Notes:**

- May be taken concurrently with GR 798 and NS 807

## **NS 805 - Application and Evaluation of Theory in Nursing**

This course provides a general introduction to the philosophy of science as it applies to social and human phenomena. The history and process of theory development is discussed and various theories of nursing are analyzed and critiqued. Emphasis is placed on the application of nursing theories related to QSEN, IOM, Healthy People 2020, and evidence-based practice in a variety of settings. Through integrating theory and practice, students are given the opportunity to formulate their own personal application of theory in professional, education, research and service activities.

**Semester hours:** 2

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing

- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

### **NS 806 - Theories of Learning for the Nurse Educator**

Selected theories of learning, development and cognition are examined in relation to their philosophical underpinnings and basic assumptions. Theory application to program/course design, students/faculty interactions and evaluation process are reviewed. Attention to learner needs, different learning environments and strategies to enhance professional role development are reviewed. The impact caring, evidence-based practice, technology and collaboration have on learning will be examined.

**Semester hours:** 3

**Prerequisites:**

- [NS 803](#) - Healthcare Delivery Systems and Managed Care
- [NS 805](#) - Application and Evaluation of Theory in Nursing

### **NS 807 - Theories and Concepts of Advanced Practice Roles**

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

**Semester hours:** 3

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 803](#) - Healthcare Delivery Systems and Managed Care

### **NS 808 - Nursing Law and Ethics**

This course provides various ethical frameworks and an overview of the U.S. legal system, as a basis for analyzing health care issues affecting health care institutions, individual patients throughout their life spans and health care providers. Students will locate and identify primary legal resources related to nursing in order to answer specific legal questions related to their individuals nursing practices. Overall legal-ethical issues common to health care administration, expanded practice nursing, and health care education are reviewed. Selected complex health care ethical dilemmas, such as right to life, right to die and health care allocation are examined. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

## **NS 812 - Research Design and Methods**

This course will examine the relationships among nursing theory, research and practice. An emphasis is placed on research competencies for the master's-prepared professional nurse. The student will demonstrate knowledge of the research process, development of a researchable question, basic research designs and research methodologies for the development of a research proposal applicable to nursing practice.

**Semester hours:** 3

### **Prerequisites:**

- [GR 847](#) - Applied Statistics
- [NS 803](#) - Healthcare 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 813 - Research Design and Methods II**

This course provides an opportunity for the MSN student to continue enhancing his or her ability to design a research study within the context of his or her future advanced practice role (e.g., nurse educator, nurse practitioner or nurse manager/executive). The student will demonstrate knowledge of the research process by designing an ethical study, including a plan for recruiting participants, data collection procedures and data analysis.

**Semester hours:** 2

### **Prerequisites:**

- [NS 812](#) - Research Design and Methods

### **Restrictions and Notes:**

- Student is required to complete NS 813 directly after NS 812.

## **NS 822 - Curriculum Development for the Nurse Educator**

The focus of this course is curriculum development for the nurse educator in higher education, patient education or staff development. Emphasis is placed on the historical background of higher education, philosophical foundations of curriculum, curriculum development, and curriculum designs/models. The impact technological advances along with global issues, regulation, accreditation and program accountability has on curriculum development are explored. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

**Prerequisites:**

- [NS 813](#) - Research Design and Methods II
- [NS 826](#) - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- [NS 827](#) - Teaching and Learning Strategies for the Nurse Educator

**Co-requisites:**

- [NS 823](#) - Evaluation Strategies for the Nurse Educator

**NS 823 - Evaluation Strategies for the Nurse Educator**

This course focuses on the process of learner evaluation in all nursing education settings. Evaluation concepts related to the measurement of program outcomes and levels, along with course and classroom competencies are explored. Students will explore testing and measurement related to nursing education, including licensure. A variety of evaluation and assessment strategies will be reviewed and developed. Legal and ethical issues related to evaluation in nursing programs are discussed.

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

- [NS 826](#) - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- [NS 827](#) - Teaching and Learning Strategies for the Nurse Educator

**Co-requisites:**

- [NS 822](#) - Curriculum Development for the Nurse Educator

**NS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators**

In this course, the learner will apply adult teaching and learning principles to instruction of health assessment techniques, pathophysiology and pharmacology using case study, practical, lesson planning and other strategies. Learners will apply evidence-based information related to safe, client-centered care.

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

- [NS 806](#) - Theories of Learning for the Nurse Educator
- [NS 827](#) - Teaching and Learning Strategies for the Nurse Educator

**Co-requisites:**

- [NS 827](#) - Teaching and Learning Strategies for the Nurse Educator



## **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 806](#) - Theories of Learning for the Nurse Educator

**Co-requisites:**

- [NS 826](#) - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators

## **NS 830 - Advanced Physical Assessment**

This foundational course introduces competencies in history taking and performing comprehensive health assessments and advanced physical examinations of individuals and families across the lifespan in primary care. Learners are introduced to the concept of the differential diagnosis, as well as learning to incorporate that concept in clinical decision-making utilizing evidence-based practice. Utilization of diagnostic reasoning strategies will be learned as well as the principles of patient education and family assessment across the lifespan. Cost analysis, 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 health care delivery systems when part of the interdisciplinary health care team. The course will integrate the principles of advocacy for professional behavior that advances the profession and improves health outcomes.

**Semester hours:** 3

**Prerequisites:**

- [NS 803](#) - Healthcare Delivery Systems and Managed Care
- [NS 805](#) - Application and Evaluation of Theory in Nursing
- [NS 836](#) - Pharmacology for Practitioners
- [NS 838](#) - Advanced Pathophysiology

**Co-requisites:**

- [NS 836](#) - Pharmacology for Practitioners

**Restrictions and Notes:**

- Clinical hours: 100
- 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 findings will support the implementation of interdisciplinary health care management of the adult-gerontology client.

**Semester hours: 3**

**Prerequisites:**

- [NS 832](#) - Primary Healthcare I

**Restrictions and Notes:**

- Clinical hours: 160
- Note: Requires preceptor and clinical site approval prior to registration.
- Offered to students in the Adult Gerontology Primary Care NP option only

### **NS 832 - Primary Healthcare I**

This course examines the basic health care management in primary care across the lifespan. The course introduces the concepts of primary care, health promotion and maintenance, disease prevention, differentiation of clinical patterns, and clinical decision making. The principles of patient education, health assessment, cost analysis and cultural beliefs are integrated in the development of evidence-based health care management. 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 health care delivery systems as members of an interdisciplinary health care team. The course will integrate the principles of advocacy for 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: 150

- Note: Requires preceptor and clinical site approval prior to registration.

### **NS 833 - Foundations of Adult-Gerontologic Healthcare**

This course provides the student with a foundation for care of the adolescent through geriatric populations and their families. Topics include the dynamics of aging and its effects on the adult-gerontologic population and the underlying mechanisms of health conditions. The students explore acute and chronic health issues, their impact on ADLs and advance planning for end-of-life care. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course, including strategies to support collaborative interdisciplinary health care management.

**Semester hours: 2**

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

### **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:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

### **NS 835 - Foundations of Psychiatric-Mental Health**

Using a theoretical approach, this foundational course provides learners with a basic understanding of the fundamental neurological concepts of common psychiatric-mental health conditions. Nurse practitioner students will have the opportunity to explore psychiatric-mental health concepts and health management strategies for diverse populations across the life span. The students will also have the opportunity to explore the neuroscience related to identifying appropriate evidence-based psychopharmacological treatment modalities.

**Semester hours: 2**

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

## **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

**Co-requisites:**

- [NS 838](#) - Advanced Pathophysiology

## **NS 838 - Advanced Pathophysiology**

This course reviews basic normal human biology, anatomy and physiology. The student will learn how the body is damaged by and responds to physical injury and various diseases at the cellular and organ levels. This knowledge will be extended into the recognition of disease processes and the rationale for disease treatment.

**Semester hours:** 3

**Prerequisites:**

- [GR 798](#) - Essentials of Scholarly Writing
- [NS 807](#) - Theories and Concepts of Advanced Practice Roles

## **NS 840 - Primary Care of Children and Adolescent**

This course builds on the previous two courses to focus on the management of basic health care of individuals from birth through adolescence (including young adults). The course integrates the concepts of primary health care promotion and maintenance, disease prevention, differentiation of clinical patterns, and clinical decision making. 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, how it relates to learning, and how it is used to manage and negotiate health care delivery systems when part of the interdisciplinary health care team. The learner will gain experience planning and evaluating care relative to the pediatric client.

**Semester hours:** 3

**Prerequisites:**

- [NS 832](#) - Primary Healthcare 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 builds on Advanced Physical Assessment and Primary Health Care I to manage common ambulatory health issues facing women. The course integrates the concepts of primary health care specific to women for health promotion and maintenance, disease prevention, differentiation of clinical patterns, and clinical decision making. The principles of client-centered care, safety 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 Healthcare I

**Restrictions and Notes:**

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160

**NS 844 - Primary Healthcare II**

This final course prepares the learner for independent practice and culminates in the management of complex patients across the lifespan with acute and chronic health problems in the primary care settings. The learner will apply primary care concepts in increasingly independent practice by designing care that addresses the levels of health promotion, differentiation of clinical patterns and clinical decision making. The principles of patient education, cost analysis, and cultural and spiritual beliefs are integrated in the development of evidence-based health care management. The concept of caring and its role in evidence-based practice will be woven throughout the course. The course will integrate the principles of advocacy for professional behavior that advances the profession and improves health outcomes.

**Semester hours: 3**

**Prerequisites:**

- [NS 840](#) - Primary Care of Children and Adolescent
- [NS 842](#) - Primary Care of Women

**Restrictions and Notes:**

- Note: Requires preceptor and clinical site approval prior to registration.

- Clinical hours: 180

### **NS 852 - Family Nurse Practitioner Transition to Practice**

This course incorporates strategies to prepare the family nurse practitioner student for practice transition. Much of the content will focus on board certification preparation with test-taking strategies to assist the family nurse practitioner student to assess their current level of knowledge based on the blueprint of the certification exam(s). Each student will have the opportunity to systematically review content covered on the certification exams(s), as well as make an individualized plan for preparing for the exam(s), by meeting established benchmarks throughout the course. The comprehensive review of content will follow the test blueprint for the certification exam(s) and review questions that mirror the format of the certification exam(s). At the end of the semester, the student will have created a self-study plan to assist in preparation of the certification exam(s). Additional content examines professional preparation concepts for the nurse practitioner to engage in practice.

**Semester hours: 2**

#### **Prerequisites:**

- [NS 840](#) - Primary Care of Children and Adolescent
- [NS 842](#) - Primary Care of Women
- [NS 844](#) - Primary Healthcare II

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

- [NS 844](#) - Primary Healthcare II

### **NS 853 - Adult Gerontology Primary Care Nurse Practitioner Transition to Practice**

This course incorporates strategies to prepare the Adult Gerontology Primary Care Nurse Practitioner student for practice transition. Much of the content will focus on board certification preparation with test-taking strategies to assist the Adult Gerontology Primary Care Nurse Practitioner student to assess their current level of knowledge based on the blueprint of the certification exam(s). Each student will have the opportunity to systematically review content covered on the certification exam(s), as well as make an individualized plan for preparing for the exam(s), by meeting established benchmarks throughout the courses. The comprehensive review of content will follow the test blueprint for the certification exam(s) and review questions that mirror the format of the certification exam(s). At the end of the semester, the student will have created a self-study plan to assist in preparation of the certification exam(s). Additional content examines professional preparation concepts for the nurse practitioner to engage in practice.

**Semester hours: 2**

#### **Prerequisites:**

- [NS 831](#) - Primary Care of the Adult-Gerontology Client

- [NS 842](#) - Primary Care of Women

**Co-requisites:**

- [NS 844](#) - Primary Healthcare II

**Restrictions and Notes:**

- Offered only to students in the Adult Gerontology Primary Care NP specialty

**NS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice**

This course incorporates teaching-learning strategies to prepare the Adult Gerontology Acute Care Nurse Practitioner student for transition to practice. The content will focus on a comprehensive review of program materials, test-taking strategies and opportunities to identify gaps in knowledge to begin to guide the student in certification exam preparation. Each student will have the opportunity to systematically review content and develop an individualized plan for preparing for the certification exam by meeting established benchmarks throughout the course. The quizzes in the course consist of questions that mirror the format of questions on the certification exam which further enables the student to tailor their plan of study to specific topics. At the end of the semester, the student will have created a self-study plan to support preparation for the certification exam. Additionally, the students will explore content related to preparation for professional adult gerontology acute care nurse practitioner practice.

**Semester hours: 2**

**Prerequisites:**

- [NS 863](#) - Complex Acute Care Concepts
- [NS 864](#) - Advanced Acute Care Concepts

**Co-requisites:**

- [NS 864](#) - Advanced Acute Care Concepts

**NS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner**

This course builds on prior pharmacology course work, focusing on advanced concepts in psychopharmacology related to the clinical management of psychiatric-mental health conditions. The course emphasizes the physiological and neurobiological roots of psychiatric-mental health conditions, and the pharmacodynamic and pharmacokinetic principles of medications used in the treatment of clients across the lifespan with psychiatric-mental health conditions. Pharmacologic content includes, but is not limited to the mechanism of action, indications for use, dosing, side effects, drug-drug interactions, contraindications and patient education of psychotropic interventions.

**Semester hours: 2**

**Restrictions and Notes:**

- Prerequisites: NS 830 - Advanced Physical Assessment or NS 836 - Pharmacology for Practitioners

### **NS 856 - Introduction to Psychiatric-Mental Health Concepts**

This introductory course acquaints the learner with holistic and interdisciplinary health care management strategies for care of diverse psychiatric-mental health populations across the lifespan. The focus of this first of four courses is on the acquisition of clinical competencies pertaining to the assessment of diverse clients with psychiatric-mental health issues (e.g., patient health data analysis, the formulation of differential diagnoses). Students will employ this fundamental content to identifying appropriate collaborative health care management strategies for the psychiatric-mental health clients across the lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**

#### **Prerequisites:**

- [NS 830](#) - Advanced Physical Assessment
- [NS 835](#) - Foundations of Psychiatric-Mental Health

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

- [NS 855](#) - Pharmacology for Psychiatric-Mental Health Nurse Practitioner

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

- Clinical Hours: 150
- Note: Requires preceptor & clinical site approval prior to registration.

### **NS 857 - Application of Psychiatric-Mental Health Concepts**

This second of four courses increases the learner's development of holistic and interdisciplinary health care management strategies for diverse psychiatric-mental health populations across the lifespan. The learner will build on the knowledge and skills acquired in the introductory course(s) by caring for diverse clients across the lifespan who present a more complex psychiatric-mental health problem than seen in the previous course. The focus of this second course will be the application of knowledge and skills (e.g., patient health data analysis, the formulation of differential diagnoses) to the assessment and treatment of diverse clients across the lifespan who have psychiatric-mental health issues. Students will apply the fundamental content they have explored to developing more complex collaborative health care management strategies and treatment plans for diverse psychiatric-mental health clients across the lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**



**Prerequisites:**

- [NS 856](#) - Introduction to Psychiatric-Mental Health Concepts

**Restrictions and Notes:**

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

**NS 858 - Complex Psychiatric-Mental Health Concepts**

In this third of four courses, the learner's experience will further refine his or her ability to employ holistic and interdisciplinary health care management strategies to manage the health care of diverse psychiatric-mental health populations across the lifespan. Using the experience obtained in the first two courses, the learner will expand his or her ability to apply competencies pertaining to the assessment and collaborative treatment of diverse psychiatric-mental health populations across the lifespan by forming increasingly complex differential diagnoses through the analysis of patient health data. Students will apply the content of previous courses to generate collaborative health care management strategies for diverse psychiatric-mental health clients across the lifespan that incorporate the domains of nursing practice, medical, pharmacological and non-pharmacological therapies. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**

**Prerequisites:**

- [NS 857](#) - Application of Psychiatric-Mental Health Concepts

**Restrictions and Notes:**

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

**NS 859 - Advanced Psychiatric-Mental Health Concepts**

This final course affords the learner the opportunity to demonstrate professional growth by translating previous course work and clinical experience into increasingly autonomous advanced nursing practice in the psychiatric-mental health setting. The learner will exhibit proficiency in managing the care of increasingly complex psychiatric-mental health clients across the lifespan who have multi-focal health issues. By engaging in insightful analysis of assessment and patient health data and by formulating differential diagnoses, the learner will conceive holistic and interdisciplinary health care management treatment or therapeutic strategies to manage the multi-focal psychiatric-mental health problems of diverse clients across the lifespan. Caring and its role in safe, high-quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**

**Prerequisites:**

- [NS 858](#) - Complex Psychiatric-Mental Health Concepts

**Restrictions and Notes:**

- Clinical Hours: 180
- Note: Requires preceptor & clinical site approval prior to registration.

**NS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice**

This course incorporates teaching-learning strategies to prepare the psychiatric-mental health nurse practitioner student for transition to practice. The content will focus on a comprehensive review of program materials, test-taking strategies and opportunities to identify gaps in knowledge to begin to guide the student in certification exam preparation. Each student will have the opportunity to systematically review content and develop an individualized plan for preparing for the certification exam by meeting established benchmarks throughout the course. The quizzes in the course consist of questions that mirror the format of questions on the certification exam which further enables the student to tailor their plan of study to specific topics. At the end of the semester, the student will have created a self-study plan to support preparation for the certification exam. Additionally, the students will explore content related to preparation for professional psychiatric-mental health nurse practitioner practice.

**Semester hours: 2**

**Prerequisites:**

- [NS 858](#) - Complex Psychiatric-Mental Health Concepts
- [NS 859](#) - Advanced Psychiatric-Mental Health Concepts

**Co-requisites:**

- [NS 859](#) - Advanced Psychiatric-Mental Health Concepts

**NS 861 - Introduction to Acute Care Concepts**

This introductory course acquaints the learner with holistic and interdisciplinary health care management strategies for care of the adolescent, adult and geriatric populations and their families in acute and/or critical care settings. The focus of this first of four courses is on the acquisition of clinical competencies pertaining to the assessment of the acute or critically ill adolescent, adult and geriatric populations (e.g., patient health data analysis, the formulation of differential diagnoses). Emphasis in this course may include the care of patients admitted for short stays (e.g., 24 hours) on sub-acute or acute care units. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**

**Prerequisites:**

- [NS 830](#) - Advanced Physical Assessment

**Restrictions and Notes:**

- Clinical Hours: 150
- Note: Requires preceptor & clinical site approval prior to registration.

**NS 862 - Applying Acute Care Concepts**

This second of four courses increases the learner's development of holistic and interdisciplinary health care management strategies for care of adolescent, adult, and geriatric populations and their families in acute and critical care settings. The learner will build on the knowledge and skills acquired in the introductory course by caring for adolescent, adult and geriatric populations who present a more complex acute or critical care problem than those seen in the previous course. The learner will form differential diagnoses using the patient's health care data, as well as observation, to collaboratively determine treatment or therapeutic modalities of these acutely ill or critically ill patients. Emphasis in this course may include the care of patients in acute inpatient units (e.g., medical-surgical). Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

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

- [NS 861](#) - Introduction to Acute Care Concepts

**Restrictions and Notes:**

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

**NS 863 - Complex Acute Care Concepts**

In this third of four courses, the learner's experience will further refine his or her ability to employ holistic and interdisciplinary health care management strategies to manage the health care of care of adolescent, adult and geriatric populations and their families in acute and critical care settings. Using the experience obtained in the first two courses, the learner will expand his or her ability to apply competencies pertaining to the assessment of acutely or critically ill adolescent, adult and geriatric populations by forming increasingly complex differential diagnoses through the analysis of patient health data. Emphasis in this course may include the care of patients in acute care units (e.g., step-down units), or urgent care facilities. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

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

- [NS 862](#) - Applying Acute Care Concepts

**Restrictions and Notes:**

- Clinical Hours: 160
- Note: Requires preceptor & clinical site approval prior to registration.

### **NS 864 - Advanced Acute Care Concepts**

This final course affords the learner the opportunity to demonstrate professional growth by translating previous course work and clinical experience into increasingly autonomous advanced nursing practice. The learner will exhibit proficiency in managing the care of increasingly complex adolescent, adult and geriatric patients with multi-focal health issues and their families in acute and critical care settings. By engaging in insightful analysis of assessment and patient health data, and by formulating differential diagnoses, the learner will conceive holistic and interdisciplinary health care management treatment or therapeutic strategies to manage the multi-focal acute or critical health problems of the adolescent, adult and geriatric populations in the clinical setting. Emphasis in this course may include the care of patients in critical care units (e.g., intensive care units) or emergency and trauma departments. Caring and its role in safe, high quality, evidence-based practice is threaded throughout the course.

**Semester hours: 3**

#### **Prerequisites:**

- [NS 863](#) - Complex Acute Care Concepts

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

- Clinical Hours: 180
- Note: Requires preceptor & clinical site approval prior to registration.

### **NS 890 - Nurse Educator Transition to Practice**

The purpose of this seminar course is for the nurse educator track students to explore topics related to the practice of the novice nurse educator in the academic and/or clinical settings. The topics covered will include, but are not limited to socialization to the educator role, facilitation of interdisciplinary collaboration in a variety of learning environments, incorporate assessment and evaluation strategies, and explore the use of technology to foster learning. Each of the NLN core competencies will be reviewed.

**Semester hours: 2**

#### **Prerequisites:**

- [NS 822](#) - Curriculum Development for the Nurse Educator
- [NS 823](#) - Evaluation Strategies for the Nurse Educator

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

- [NS 894](#) - Nursing Education Practicum

## **NS 894 - Nursing Education Practicum**

This course contains an advanced application of nursing education principles and theories within a school of nursing or clinical education setting. Students are expected to incorporate knowledge gained throughout the nursing education program and collaborate with nurse educators or health care educators to enhance the visibility of nursing.

**Semester hours:** 3

**Prerequisites:**

- [NS 822](#) - Curriculum Development for the Nurse Educator
- [NS 823](#) - Evaluation Strategies for the Nurse Educator
- [NS 890](#) - Nurse Educator Transition to Practice

**Co-requisites:**

- [NS 890](#) - Nurse Educator Transition to Practice

**Restrictions and Notes:**

- 135 Practicum Hours
- Note: Requires preceptor and practicum site approval prior to registration.

## **NS 898 - Nursing Healthcare Leadership Practicum**

This course offers the student the opportunity to demonstrate advanced leadership/management skills in a selected health care system. Students are expected to incorporate knowledge gained throughout the health care leadership major. The course also promotes the utilization of advance theoretical knowledge in new and existing situation within the practice setting. Earning outcomes stress creative leadership behaviors.

**Semester hours:** 3

**Prerequisites:**

- [MB 800](#) - Ethics in Leadership
- [MB 808](#) - Healthcare Leadership
- [MB 826](#) - Healthcare Strategic Management
- [MB 828](#) - Financial Management in Healthcare
- [MB 833](#) - Healthcare Quality and Risk Management
- [MB 836](#) - Healthcare Project Management
- [NS 813](#) - Research Design and Methods II

**Restrictions and Notes:**

- 135 Practicum Hours
- Note: Requires preceptor and practicum site approval prior to registration.

## Doctoral Nursing Courses

### AN 960 - DNP Scholarly Project I

In this first of three courses culminating in the DNP Scholarly Project, the student will identify and explore a significant practice problem, health care outcome, or other topic within his or her advance practice specialty. The student will compose a PICO(T) question then conduct a systematic review, appraisal, and synthesis of the literature related to the topic to devise a solution to the problem or an intervention to improve the healthcare outcome. The student will commence work on the Executive Summary for the project to be revised in AN 961 and finalized in AN 962.

**Semester hours:** 2

**Prerequisites:**

- [DNP 948](#) - Evidence-Based Practice

### AN 961 - DNP Scholarly Project II

In this second of three Scholarly Project courses, the student will collaborate with the Faculty Chair and Subject Area Expert-Mentor to identify a solution to the practice problem or an intervention to improve the healthcare outcome within his or her specialty area. The student will plan and lead the implementation of the solution or intervention, including a timeline and evaluation plan that includes measurable outcome or objectives. The student will add this information to the Executive Summary.

**Semester hours:** 2

**Prerequisites:**

- [AN 960](#) - DNP Scholarly Project I

### AN 962 - DNP Scholarly Project III

In this third and final Scholarly Project course, the student will refine the evaluation plan for implementing the solution or intervention. Using this plan and previous work (from AN 960 and AN 961), the student will disseminate the plan by presenting at the site and College. The student will complete the Executive Summary and present a final document for evaluation.

**Semester hours:** 2

**Prerequisites:**

- [AN 961](#) - DNP Scholarly Project II

### AN 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 health care, 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:**

- [AN 962](#) - DNP Scholarly Project III

### **AN 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 health care, 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:**

- [AN 963](#) - DNP Scholarly Project IV

### **DNP 901 - Preparing for Advanced Practice: Anatomy, Physiology, and Pathophysiology**

Preparing for Advanced Practice: Anatomy, Physiology, and Pathophysiology

**Semester hours:** 2

### **DNP 915 - Outcomes of Healthcare 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

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

## **DNP 916 - Healthcare 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 health care setting. Additionally, the course is designed to prepare students with the skills and knowledge in health care 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

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

## **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 and influences of behavior on both individuals and groups within an organization.

**Semester hours:** 2

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

## **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

**Co-requisites:**



- [GR 798](#) - Essentials of Scholarly Writing

### **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**

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

- Recommend Prerequisite DNP 945

### **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**

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

- Recommend Prerequisite of GR 798

### **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 health care 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 927 - Rural Health Care**

Rural Health Care

**Semester hours: 2**

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

- Recommend Prerequisite DNP 945

### **DNP 928 - Population Health**

Population Health

**Semester hours: 2**

## **DNP 932 - Leadership**

This course focuses on leadership principles, strategies, concepts and theories applicable to the role and practice of DNPs to lead in complex health care delivery systems, provide insight into various attributes that are valuable in leadership roles, and enhance their practices as leaders to create innovative and collaborative solutions to successfully influence organizational effectiveness, change, interprofessional teams, and workplace climates in dynamic health systems based on scientific findings to improve the quality of care delivery and outcomes.

**Semester hours:** 3

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

## **DNP 933 - Learning Theory: Principles and Practices for the Advanced Practice Nurse**

Learning Theory: Principles and Practices for the Advanced Practice Nurse

**Semester hours:** 2

**Restrictions and Notes:**

- Recommend Prerequisite DNP 945

## **DNP 934 - Teaching, Learning, and Evaluation Strategies for the Advanced Practice Nurse**

Teaching, Learning, and Evaluation Strategies for the Advanced Practice Nurse

**Semester hours:** 2

## **DNP 944 - Biostatistics/Epidemiology**

This course provides an overview of the statistical techniques used in health care 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, health care programs, and health care delivery systems.

**Semester hours:** 2

**Prerequisites:**

- [GR 847](#) - Applied Statistics

**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

**DNP 945 - Healthcare Economics and Financial Management**

This course has been designed to explore selected topics in health care 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**Co-requisites:**

- [GR 798](#) - Essentials of Scholarly Writing

**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**

In this first of three courses culminating in the DNP Scholarly Project, the student will identify and explore a significant practice problem, healthcare outcome, or other topic within his or her advance practice specialty. The student will compose a PICO(T) question then conduct a systematic review, appraisal, and synthesis of the literature related to the topic to devise a solution to the problem or an intervention to improve the healthcare outcome. The student will commence work on the Executive Summary for the project to be revised in DNP 961 and finalized in DNP 962.

**Semester hours:** 2**Prerequisites:**

- [DNP 948](#) - Evidence-Based Practice

**DNP 961 - DNP Scholarly Project II**

In this second of three Scholarly Project courses, the student will collaborate with the Faculty Chair and Subject Area-Expert-Mentor to identify a solution to the practice

problem or an intervention to improve the healthcare outcome within his or her specialty area. The student will plan and lead the implementation of the solution or intervention, including a timeline and evaluation plan that includes measurable outcomes or objectives. The student will add this information to the Executive Summary.

**Semester hours: 2**

**Prerequisites:**

- [DNP 960](#) - DNP Scholarly Project I

### **DNP 962 - DNP Scholarly Project III**

In this third and final Scholarly Project course, the student will refine the evaluation plan for implementing the solution or intervention. Using this plan and previous work (from DNP 960 and DNP 961), the student will disseminate the plan by presenting at the site and College. The student will complete the Executive Summary and present a final document for evaluation.

**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 health care, 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 health care, 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**

Jessica Niemann, PTA, M.Ed.

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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 PTA 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 PTA 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. PTAs 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. PTAs are influential professionals who advance the field of PT through life long learning as clinic administrators, faculty members, clinical instructors and 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 PTA 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.

Faculty will:

- Engage in professional associations to contribute to the advancement of the profession, stay current with legislation, and teach contemporary practices.

Program will:

- Integrate service learning in coursework to serve community needs and prepare students for interactions with various populations.
- Review student feedback of general education and PTA curriculum for each semester in areas including methodology, organized and integrated learning experiences, student and faculty performance and achievement.

## **PTA in the Profession**

PTAs are an integral part of the health care team and provide skilled services to individuals across the lifespan. They work in a variety of settings including hospitals, outpatient clinics, nursing homes, home health settings, neurological rehabilitation facilities, sports facilities, educational settings, and wellness facilities. Under the direction of a physical therapist, PTAs 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, PTAs 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 tracks. 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 Department, 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

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### Introduction

The Associate of Science in Physical Therapist Assistant (AS PTA) degree option prepares students to carry out customized rehabilitative care plans tailored to their patients' individual needs. The program offers two tracks: an on-campus, 24-month (6 semesters), [traditional track](#) for first-time college students or those who want to take courses at a slower pace; and an online, 16-month (4 semesters) [transfer track](#) for individuals who have an associates degree or higher or have earned at least 35 credit hours from an accredited college or university. The transfer track has asynchronous, online delivery with four (4) on-campus skills weekends per semester.

Successful completion of this PTA program option leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapy Examination (NPTE), to obtain a PTA license. After graduating with an Associates degree in PTA degree, students may advance their degree with the Dual Associate and Bachelor of Science in PTA program option to further enhance their skills in the profession and open doors to career advancement.

The PTA traditional track degree 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)\*\***

Faculty will:

- Engage in professional associations to contribute to the advancement of the profession, stay current with legislation, and teach contemporary practices. **(CC.02 Critical Thinking)\*\***

Program will:

- Integrate service learning in coursework to serve community needs and prepare students for interactions with various populations. **(CC.04 Diversity)\*\***
- Review student feedback of general education and PTA curriculum for each semester in areas including methodology, organized and integrated learning experiences, student and faculty performance and achievement. **(CC.01 Communication)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Department, College website or [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](#)**

### **Healthcare Core Courses: 9 semester hours**

Core Curriculum Courses may be taken anytime during the program. These courses must be taken at Clarkson College.

<b>Course</b>	<b>Semester Hours</b>
◇ Intercultural Communication Healthcare Core - IC 200 Developing Cultural Competence OR IC 210 Patient Engagement, Medicine, and Mass Media, OR IC 220 Communicating Confidently Across Cultures	3
Humanities Healthcare 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 OR HU 220 World Religions	3
Ethics, Empathy and Advocacy Healthcare Core - EA 200 Healthcare Ethics OR EA 205 Death and Dying OR EA 210 American Poverty and Healthcare 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 Track (24-month option)**

#### **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
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</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="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<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
Total Semester Hours	15

##### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">PTA 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
Total Semester Hours	10

## Second Year

### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</a>	3
Total Semester Hours	12

### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">◇ PTA 213 - Professional Leadership Seminar</a>	1
<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

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

**Total Semester Hours - 74**

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

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

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### **Introduction**

The Associate of Science in Physical Therapist Assistant (PTA) degree option prepares students to carry out customized rehabilitative care plans tailored to their patients' individual needs. The program offers two tracks: an on-campus, 24-month (6 semester) [traditional track](#) for first-time college students or those who want to take courses at a slower pace; and an online, 16-month (4 semester) [transfer track](#) for individuals who have an associates degree or higher or have earned at least 35 credit hours from an accredited college or university.

Successful completion of the PTA program option leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapy Examination (NPTE) to obtain a PTA license. After earning an AS PTA degree from an accredited program, students can enroll in the [Bachelor of Science in PTA degree program](#) to further enhance their skills in the profession and open doors to career advancement.

The online PTA Transfer track requires all the same PTA coursework as the PTA Traditional track. The content for the transfer track is delivered online, asynchronously with four to five on-campus skills weekends per semester. Since students transfer general education courses to the College, the four semesters are primarily focused on PTA coursework allowing students to complete their degree in just four semesters with the flexibility of online delivery.

PTA graduates can take their career to a new level by enrolling in the dual Associate and Bachelor of Science in PTA degree option. The dual degree in PTA option will open doors for career growth through advanced skills in clinical decision-making and multi-system interventions and lead to opportunities in leadership within the profession and community.

## 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 the Clarkson College 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Progression Criteria

1. Entry into the PTA program is permitted during the fall semester.
2. Students complete the course of study as outlined.
3. Students applying for this program should possess an associates 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 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.
- **PTA Major Courses = 47 semester hours**

**Program requires Health and Safety – [View Health and Safety Information](#)**

**Health Care Core Courses: 9 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 Healthcare Core - IC 200 Developing Cultural Competence OR IC 250 Advancing Cultural Competence	3
Humanities Healthcare 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 Healthcare Core - EA 200 Biomedical Ethics in Healthcare OR EA 205 Death and Dying OR EA 210 American Poverty and Healthcare 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

<b>Course</b>	<b>Semester Hours</b>
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 associates 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 during designated lab times. Open lab times are established to allow students with additional time to practice.

### **PTA - Transfer Track Required Courses (16-month option)**

#### **First Year**

#### **First Semester**

<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="#">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 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">◇ IC Core - Intercultural Communication</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="#">EA Core - Ethics, Empathy and Advocacy</a>	3
Total Semester Hours	14

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

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

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### **Introduction**

The Bachelor of Science in Physical Therapist Assistant (PTA) is designed to elevate the clinical practice of graduates with advanced skills, clinical decision-making and holistic multi-system care. Graduates will be prepared to use leadership skills to impact systemic change within the profession and their community. Designed as a degree completion program option, PTA graduates can advance their Associates degree to a Bachelor degree with specific, focused content for the PTA clinician. The program can be completed in four (full time) or seven (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 the Clarkson College 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 Department, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Curriculum Requirements**

Students must possess an Associate of Science (A.S.) or Associate of Applied Science (A.A.S) degree in PTA from an accredited PTA program prior to starting the Bachelor's degree in PTA-specific courses. Students must successfully complete a total of 48 semester hours in the program. Students will complete the four-semester (full time) or seven-semester (part-time) curriculum plan. Individualized curriculum plans are an option.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## **Core Courses – 9 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: 48.

## **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 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 Core - Intercultural Communication</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">PTA 150 - Clinical Leadership &amp; Practice Integration I</a>	1
<a href="#">PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	13

##### Second Semester

Courses	Semester Hours
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
Total Semester Hours	12

##### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EA Core - Ethics, Empathy and Advocacy</a>	3
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">PTA 350 - Clinical Leadership &amp; Practice Integration III</a>	1
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3
<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="#">HU Core - Humanities</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">◇ PTA 450 - Clinical Leadership &amp; Practice Integration IV</a>	1
<a href="#">PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan</a>	3
Total Semester Hours	10

**Total Semester Hours - 48**

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

### **First Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ IC Core - Intercultural Communication</a>	3
<a href="#">EN 102 - English Composition II</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

Courses	Semester Hours
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
Total Semester Hours	7

## Third Semester

Courses	Semester Hours
<a href="#">EA Core - Ethics, Empathy and Advocacy</a>	3
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3
Total Semester Hours	6

## Second Year

### First Semester

Courses	Semester Hours
<a href="#">ST 310 - Statistics</a>	3
<a href="#">PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy</a>	3
Total Semester Hours	6

### Second Semester

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

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HU Core - Humanities</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	7

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">◇ PTA 450 - Clinical Leadership &amp; Practice Integration IV</a>	1
<a href="#">PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan</a>	3
Total Semester Hours	7

**Total Semester Hours - 48**

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## **Dual Degree - Healthcare Business**

### **Introduction**

The Associate of Science in Physical Therapist Assistant (PTA) and the Bachelor of Science in Healthcare Business with a major in Healthcare Management dual degree option allows 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 Healthcare Management.

### **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Curriculum Requirements

In order to complete a Bachelor of Science in Healthcare 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 = 24 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Previous Associate Degree Coursework = 47 semester hours**
- **Support Courses = 13 semester hours**
- **Business Major Core Courses = 44 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 - Healthcare Business

### General Education Courses

(24 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 - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<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 110 - Microsoft Office Applications</a>	4
<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
Total Semester Hours	13

### Business Major Core Courses

(48 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<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="#">BU 450 - Strategic Management</a>	3
◇ <a href="#">BU 499 - Capstone</a>	3
<a href="#">HM 215 - Data Management</a>	3
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	44

### 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 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</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

<b>Courses</b>	<b>Semester Hours</b>
<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 Healthcare Business with Major in Management**

**First Year**

**First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<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="#">EN 101 - English Composition I</a>	3
<a href="#">GEN 105 - Medical Terminology</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="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<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="#">IC HU EA - Healthcare Core Courses</a>	3

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

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">BU 307 - Principles of Management and Change Leadership</a>	3
Total Semester Hours	16

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</a>	3
<a href="#">BU 110 - Microsoft Office Applications</a>	4
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
Total Semester Hours	16

#### Second 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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 235 - Therapeutic Exercise III</a>	3
<a href="#">BU 262 - Business Communication and Marketing</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="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	14

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
Total Semester Hours	15

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 215 - Data Management</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
<a href="#">HM 240 - Introduction to Informatics</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
Total Semester Hours	14

### Third Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 450 - Strategic Management</a>	3
<a href="#">ST 310 - Statistics</a>	3
◇ <a href="#">BU 499 - Capstone</a>	3
Total Semester Hours	12

### Fourth Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 411 - Operations and Quality Management</a>	3
<a href="#">BU 425 - Project Management</a>	3
Total Semester Hours	10

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">HM 240 - Introduction to Informatics</a>	3
◇ <a href="#">BU 499 - Capstone</a>	3
Total Semester Hours	11

**Total Semester Hours - 128**

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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 option will provide PTA students the opportunity to broaden their understanding of health care and expand on their Associates degree by focusing on one of the Community Health concentration areas which include: Gerontology, Public Health, Human Services, Women's Health and Healthcare Business.

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or [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 120 semester hours. These hours are distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Support Courses = 29 semester hours**
- **Community Health Major Courses = 5 semester hours**
- **PTA Degree Coursework = 47 semester hours**
- **Community Health Concentration = 18 semester hours**

**Program requires Health and Safety – [View Health and Safety Information](#)**

### Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

## Required Courses for Dual Degree - Community Health

### General Education Courses

(12 credit hours)

Courses	Semester Hours
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	12

### Core Courses

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

### Support Courses

(29 semester hours)

Courses	Semester Hours
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">BI 122 - Nutrition Science</a>	3
<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>
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">ST 310 - Statistics</a>	3
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
Total Semester Hours	29

### 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 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</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



<b>Courses</b>	<b>Semester Hours</b>
<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

### **Community Health Major Courses**

(5 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Electives	1
Total Semester Hours	5

### **Additional Major Courses**

Students will choose one of the concentration areas (18 credit hours) to complete the Bachelor of Science degree in Community Health, with at least one additional credit from another concentration.

### **Gerontology Concentration**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</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 Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
<a href="#">EA 205 - Death and Dying</a>	3

<b>Courses</b>	<b>Semester Hours</b>
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
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</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="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">PY 200 - Human Development</a>	3
Total Semester Hours	18

## 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
<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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

## Healthcare Business Concentration

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
Total Semester Hours	12

## Healthcare Business Concentration - Electives

Students select 2 of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 420 - Long-Term Care Management</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3

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## **Dual Degree - Associate & Bachelor of Science in Physical Therapist Assistant - Traditional Option**

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

Jessica Niemann, PTA, M.Ed.

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### **Introduction**

Students earning an Associates degree in Physical Therapist Assistant (PTA) are encouraged to take advantage of the Clarkson College dual degree option. This option allows you to subsequently earn a Bachelor's degree in Physical Therapist Assistant. The degree is designed to prepare graduates for additional career opportunities and advancement within the profession. Students with no prior college experience can graduate with both majors in just over three years. Graduates from another accredited college can complete the Bachelor's degree in PTA in four semesters (full time) or seven semesters (part time).

### **Program Specific Competency Goals**

Upon completion of the Bachelor of Science degree in Physical Therapist Assistant, graduates will:

- Implement contemporary treatment plans and technologically advanced physical therapy interventions under the direction and supervision of a physical therapist. **(Technology)\*\***
- Display the ability to demonstrate sensitivity to cultural, ethnic, gender and lifestyle differences in patients across the lifespan. **(Diversity)\*\***
- Creatively formulate advanced clinical judgements and effectively translate advanced clinical theory into practice in order to meet the demands of a dynamic health care system and across the patient lifespan. **(Critical Thinking)\*\***

- Assume leadership roles in the advancement of the profession by participating one or more of the following areas: research, education, continuing education and service of a professional organization. **(Professionalism)\*\***
- Exhibit good ethical judgment in health care practice and demonstrate effective communication with all individuals. **(Communication)\*\***
- Demonstrate advanced clinical practice skills through implementation of evidence based practice of physical therapy. **(Critical Thinking)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Department, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Curriculum Requirements**

Students must successfully complete an Associate of Science (A.S.) or Associate of Applied Science (A.A.S) degree in PTA prior to taking advanced Bachelor in Science in PTA courses. Part-time and full-time degree plans are available. Students must successfully complete a total of 47 semester hours in the program to earn the Bachelor of Science in PTA degree.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## **Curriculum Plan**

The following curriculum plan provides an overview of the classes required to complete the Associate of Science and Bachelor of Science dual degree in PTA. Students should work with their advisor to customize their degree plan.

- Total hours for an Associates degree in PTA: 74
- Total hours for the Associate and Bachelor's degree dual degree in PTA: 122 hours

## **Service Requirements**

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass

the designated service courses. Designated service courses are identified using the following symbol: ◊

## Associate and Bachelor of Science in Physical Therapist Assistant - Traditional Option Required Courses

### First Year

#### First Semester

Courses	Semester Hours
<a href="#">BI 211 - Human Anatomy - Lecture and Lab</a>	4
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">PTA 106 - Introduction to Physical Therapy</a>	2
<a href="#">PTA 105 - Functional Anatomy for the Physical Therapist Assistant</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	13

#### Second Semester

Courses	Semester Hours
◊ <a href="#">IC Core - Intercultural Communication</a>	3
<a href="#">BI 213 - Human Physiology - Lecture and Lab</a>	4
<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
Total Semester Hours	15

#### Third Semester

Courses	Semester Hours
<a href="#">HU Core - Humanities</a>	3
<a href="#">PTA 122 - Therapeutic Modalities</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">PY 101 - Introduction to Psychology</a>	3
Total Semester Hours	10

## **Second Year**

### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</a>	3
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 220 - Clinical Practicum II</a>	3
<a href="#">EA Core - Ethics, Empathy and Advocacy</a>	3
<a href="#">◇ PTA 213 - Professional Leadership Seminar</a>	1
<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

### Third Year

#### First Semester

Courses	Semester Hours
<a href="#">ST 310 - Statistics</a>	3
<a href="#">PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">PTA 150 - Clinical Leadership &amp; Practice Integration I</a>	1
Total Semester Hours	10

#### Second Semester

Courses	Semester Hours
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
Total Semester Hours	12

#### Third Semester

Courses	Semester Hours
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">PTA 350 - Clinical Leadership &amp; Practice Integration III</a>	1
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3
<a href="#">PTA 370 - Acute to Chronic Care in Physical Therapy</a>	3
Total Semester Hours	10

### Fourth Year

#### First Semester



<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">◇ PTA 450 - Clinical Leadership &amp; Practice Integration IV</a>	1
<a href="#">PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan</a>	3
Total Semester Hours	7

**Total Semester Hours - 122**

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## **Dual Degree - Associate & Bachelor of Science in Physical Therapist Assistant - Transfer Option**

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

Jessica Niemann, PTA, M.Ed.

PH 402.552.2868 TF 800.647.5500

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### **Introduction**

Students earning an Associate's degree in Physical Therapist Assistant (PTA) are encouraged to take advantage of the Clarkson College dual degree option. This option allows you to subsequently earn a Bachelor's degree in PTA. The degree is designed to prepare graduates for additional career opportunities and advancement within the profession. Students with no prior college experience can graduate with both majors in just over three years. Graduates from another accredited college can complete the Bachelor's degree in PTA in four semesters (full time) or seven semesters (part time).

### **Program Specific Competency Goals**

Upon completion of the Bachelor of Science degree in Physical Therapist Assistant, graduates will:

- Implement contemporary treatment plans and technologically advanced physical therapy interventions under the direction and supervision of a physical therapist. **(Technology)\*\***
- Display the ability to demonstrate sensitivity to cultural, ethnic, gender and lifestyle differences in patients across the lifespan. **(Diversity)\*\***
- Creatively formulate advanced clinical judgements and effectively translate advanced clinical theory into practice in order to meet the demands of a dynamic health care system and across the patient lifespan. **(Critical Thinking)\*\***

- Assume leadership roles in the advancement of the profession by participating one or more of the following areas: research, education, continuing education and service of a professional organization. **(Professionalism)\*\***
- Exhibit good ethical judgment in health care practice and demonstrate effective communication with all individuals. **(Communication)\*\***
- Demonstrate advanced clinical practice skills through implementation of evidence based practice of physical therapy. **(Critical Thinking)\*\***

*\*\*Categories denoted in the parentheses represent relationship to the Clarkson College 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 Department, College website or [Academic Policies & Procedures](#) section (AD-1).

## **Curriculum Requirements**

Students applying for the transfer track should possess: an associate degree or higher level degree from a regionally accredited college or university, or have earned 35 credit hours or more from a regionally accredited institution with a transfer grade of a “C-” or higher. Eighteen of those hours must include the following:

General Education Courses (18 hours)	Semester Hours
College Algebra	3
English Composition I	3
Anatomy and Anatomy Lab (must be within the last 5 years)	4
Physiology and Physiology Lab (must be within the last 5 years)	4
Medical Terminology	1

Students must successfully complete an Associate of Science (A.S.) or Associate of Applied Science (A.A.S) degree in PTA prior to taking the advanced Bachelor of Science in PTA (B.S. PTA) courses.

**Program requires Health and Safety – [View Health and Safety Information](#)**

## Curriculum Plan

The following curriculum plan provides an overview of the classes required to complete the Associate of Science and Bachelor of Science dual degree in PTA. Students should work with their advisor to customize their degree plan.

- Total hours for an Associate's degree in PTA: 74
- Total hours for the Associate and Bachelor's degree dual degree in PTA: 122 hours

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

## Associate and Bachelor of Science in Physical Therapist Assistant - Transfer Option Required Courses

### First Year

#### First Semester

Courses	Semester Hours
<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="#">IPE 301 - Interprofessional Education</a>	0
Total Semester Hours	13

#### Second Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA 125 - Clinical Practicum I</a>	1
<a href="#">◇ IC Core - Intercultural Communication</a>	3
<a href="#">PTA 122 - Therapeutic Modalities</a>	3
<a href="#">PTA 205 - Pathophysiology</a>	3
<a href="#">PTA 215 - Therapeutic Exercise II</a>	3
<a href="#">PTA 222 - Therapeutic Interventions</a>	3
Total Semester Hours	16

### Third Semester

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

### Second Year

#### First Semester

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EA Core - Ethics, Empathy and Advocacy</a>	3
<a href="#">PTA 240 - Clinical Practicum III</a>	5
<a href="#">PTA 245 - Clinical Practicum IV</a>	6
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 262 - Business Communication and Marketing</a>	3
<a href="#">BI 122 - Nutrition Science</a>	3
Total Semester Hours	8

### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">ST 310 - Statistics</a>	3
<a href="#">PTA 307 - Outcome Measures &amp; Reporting for the PTA</a>	3
Total Semester Hours	6

### **Third Year**

#### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">PTA 150 - Clinical Leadership &amp; Practice Integration I</a>	1
<a href="#">PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy</a>	3
Total Semester Hours	7

#### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PTA-250 - Clinical Leadership &amp; Practice Integration II</a>	1
<a href="#">PTA 330 - Advanced Neurological &amp; Cardiopulmonary Interventions</a>	3
<a href="#">PTA 335 - Advanced Musculoskeletal System Interventions</a>	3
Total Semester Hours	7

#### **Third Semester**

<b>Courses</b>	<b>Semester Hours</b>
<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	4

#### **Fourth Year**

##### **First Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<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
Total Semester Hours	7

**Total Semester Hours - 122**

### **Undergraduate Physical Therapist Assistant Courses**

#### **PTA 105 - Functional Anatomy for the Physical Therapist Assistant**

(Two hours of theory, three hours of laboratory per week) Introduce the student to the essentials of functional anatomy as related to the study of muscle origin, insertion, action and innervation. Basic terminology and concepts of applied kinesiology and physics will also be covered. Laboratory experiences will include visualizing cadaver dissections, obtaining a working knowledge of applied surface anatomy and introduction to goniometry. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**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 introduce the profession and practice of physical therapy, program expectations, professional literature and APA style writing, and includes community and professional service activities outside the classroom. Students will explore topics such as the history and development of the profession, the roles and characteristics of physical therapists and physical therapist assistants, the American Physical Therapy Association, laws, ethics, financing and communication in physical therapy, as well as an introduction of practice in physical therapy relating to interventions for musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, pediatric and geriatric systems and populations.

**Semester hours: 2**

**PTA 107 - Documentation for the Physical Therapist Assistant**

(Two hours theory per week) This course presents students with information on current systems of medical documentation for patient care, as used in the profession of physical therapy, throughout multiple practice settings. Students will explore topics such as abbreviations and medical terminology commonly encountered in the profession of physical therapy; components of the S.O.A.P. note format; International Classification of Functioning, Disability and Health disablement model; 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. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**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. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours: 3**

**Prerequisites:**

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

### **PTA 122 - Therapeutic Modalities**

(Two hours of theory, three hours of laboratory per week) Students will gain an in-depth knowledge of the theory and use of therapeutic modalities used for thermotherapy, electrotherapy, mechanical agents and electromagnetic agents. Both basic principles and clinical applications of such modalities will be presented. Students will gain the ability to recognize common indications, contraindications and special precautions for the application of modalities. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours: 3**

**Prerequisites:**

- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

### **PTA 125 - Clinical Practicum I**

(A minimum of 40 hours of clinical per semester) This clinical will allow students the opportunity to observe and begin supervised clinical practice. Students will gain insight into the PT/PTA relationship and apply learned technical skills.

**Semester hours: 1**

**Prerequisites:**

- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

**Restrictions and Notes:**

- The student will be responsible for all travel, lodging and living expenses for the duration of the clinical.



## **PTA 150 - Clinical Leadership & Practice Integration I**

(One hour theory per week) This course will introduce concepts of leadership development through self-assessment of students own strengths and areas for improvement. Students will take part in the introspective assessments and developing leadership behaviors they can use in the physical therapy profession. The course will include the role of values in the ability to reflect on one's own leadership behaviors and the ability to make choices based on these values. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

**Semester hours:** 1

## **PTA 205 - Pathophysiology**

(Three hours of theory per week) This course is designed to provide an introduction to general pathology with an emphasis on the study of diseases and disorders most commonly seen in physical therapy practice. Diseases of the musculoskeletal, nervous and cardiopulmonary systems are emphasized with discussion on the PTA role and proper physical therapy intervention.

**Semester hours:** 3

### **Prerequisites:**

- [BI 211](#) - Human Anatomy - Lecture and Lab
- [BI 213](#) - Human Physiology - Lecture and Lab
- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

## **PTA 213 - Professional Leadership Seminar**

(Two hours of theory per week) This course will focus on various professional issues related to the clinical practice of a physical therapist assistant. Included in this course are issues related to licensure/certification, professional liability and responsibilities, advocacy and service, patient and clinic management, professional leadership, and employment skills. Students will create a service project and implement the project during this course, among other service requirements. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 1

### **Prerequisites:**

- [PTA 125](#) - Clinical Practicum I

## **PTA 215 - Therapeutic Exercise II**

(Two hours theory, three hours of laboratory per week) This course is a continuation of the study of physical therapy skills including the anatomy and physiology of exercise and principles of exercise prescription. Included is the study and application

of cardiovascular exercise, progressive resistive exercise, stretching and balance exercises. Both traditional and alternative approaches to exercise are presented. There is an emphasis on wellness programs, exercise progression and modification for pathological conditions, and physical therapy appropriate for related disorders. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours:** 3

**Prerequisites:**

- [PTA 115](#) - Therapeutic Exercise I

### **PTA 220 - Clinical Practicum II**

(A minimum of 120 hours of clinical per semester) This clinical provides opportunities for establishing and following individual patient treatments and programs. PTA goals are realized from experience in providing treatments. In addition, insights are gained into medical, departmental and institutional functions and organization. Topics include reinforcement of techniques and skills, information concerning the care of the ill and disabled, a continuation of communications skills and discussion of the PTA role.

**Semester hours:** 3

**Prerequisites:**

- [PTA 125](#) - Clinical Practicum I
- [PTA 215](#) - Therapeutic Exercise II
- [PTA 222](#) - Therapeutic Interventions

**Restrictions and Notes:**

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

### **PTA 222 - Therapeutic Interventions**

(Two hours theory, three hours of laboratory per week) This course includes instruction in the advanced clinical application of physical therapy modalities and interventions. Students will learn principles of special populations and specialty interventions. Students will gain an in-depth knowledge of applying therapeutic modalities and interventions with case-based learning as well as the ability to discriminate between indications and contraindications and assess special precautions. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours:** 3

**Prerequisites:**

- [PTA 110](#) - Basic Skills in Physical Therapy
- [PTA 115](#) - Therapeutic Exercise I

### **PTA 230 - Advanced Procedures**

(Two hours theory and three hours of laboratory per week) This course assists the student in learning new and advanced rehabilitation techniques for patients with neurologically related diseases, such as spinal cord or brain injury, 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. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours: 3**

**Prerequisites:**

- [PTA 205](#) - Pathophysiology
- [PTA 215](#) - Therapeutic Exercise II
- [PTA 222](#) - Therapeutic Interventions

### **PTA 235 - Therapeutic Exercise III**

(Two hours theory, three hours of laboratory per week) This course expands on the theory and principles of physical therapy skills used to treat specific orthopedic disorders and other special populations, including sports physical therapy, amputation, prosthetics and orthotic use, wound and burn care, women's health, critical care, and lymphedema. Emphasis is placed on integration of skills learned over the course of the PTA program to form complete and thorough patient-care experiences. The Transfer online option has four on-campus skills weekends focused on psychomotor skills for the PTA.

**Semester hours: 3**

**Prerequisites:**

- [PTA 205](#) - Pathophysiology
- [PTA 215](#) - Therapeutic Exercise II
- [PTA 222](#) - Therapeutic Interventions

### **PTA 240 - Clinical Practicum III**

(A minimum of 200 hours of clinical per semester) This clinical is a continuation of supervised practical experience in a physical therapy setting with added opportunities to apply and improve therapy skills. Students are expected to manage a larger patient load during this terminal clinical practice and complete assignments related to topics, including quality assurance issues, documentation systems and the APTA Code of Ethics and Standards of Practice.

**Semester hours: 5**

**Prerequisites:**

- [PTA 220](#) - Clinical Practicum II
- [PTA 230](#) - Advanced Procedures
- [PTA 235](#) - Therapeutic Exercise III

**Restrictions and Notes:**

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

**PTA 245 - Clinical Practicum IV**

(A minimum of 240 hours of clinical per semester) This clinical is designed to be a final step in the development of the physical therapist assistant student and demonstrate entry-level competence with skills with full patient caseload and additional responsibilities in a physical therapy setting. Students will be expected to perform patient care skills as related to the profession of physical therapy in a competent and ethical manner. In addition, students will complete an in-service, present a patient case study and relate how the PTA fits into an integrated health care environment.

**Semester hours:** 6

**Prerequisites:**

- [PTA 240](#) - Clinical Practicum III

**Restrictions and Notes:**

- The student will be responsible for travel, lodging and living expenses for the duration of that clinical.

**PTA-250 - Clinical Leadership & Practice Integration II**

(One hour theory per week) This course will broaden the application of leadership concepts from Clinical Leadership & Practice Integration I coursework to application of leadership in the work setting. Students will learn methods for management of clinical components and marketing. The course will dive into quality assurance and process improvement within the work place. The course will include the role of values in the ability to apply management skills in the workplace. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

**Semester hours:** 1

**Prerequisites:**

- [PTA 150](#) - Clinical Leadership & Practice Integration I

## **PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy**

(Three hours theory per week) This course will provide the PTA a basis for advanced clinical practice including review of Ethics and Evidence-Based Practice (EBP) skills necessary to become reflective practitioners and critical consumers of rehabilitation literature. This is done through exploring research philosophy, understanding critical inquire, research design, descriptive statistics, and concepts of correlation, reliability and validity. In addition, concepts related to ethical obligations of health care practitioners, professionalism in practice and the introduction of legal and moral issues and dilemmas regarding health care trends will be covered.

**Semester hours:** 3

## **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 health care reform and setting-specific assessments used in physical therapy documentation

**Semester hours:** 3

## **PTA 330 - Advanced Neurological & Cardiopulmonary Interventions**

(Three hours theory per week) The purpose of this course is to help students understand the pathophysiological mechanisms of cardiopulmonary and neurological disease. Concepts in this course include physical therapy assessment tools, specialized physical therapy treatment strategies and techniques including red flags for alerting supervising PTs or other medical staff.

**Semester hours:** 3

### **Prerequisites:**

- [PTA 335](#) - Advanced Musculoskeletal System Interventions

### **Restrictions and Notes:**

- \*This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

## **PTA 335 - Advanced Musculoskeletal System Interventions**

(Three hours theory per week) This course will allow students to understand advanced musculoskeletal system interventions as well as the relationships and interdependence of body regions as applied to all populations. Students will gain knowledge regarding different advanced manual skills such as mobilization with movement, muscle energy techniques, postural restoration and instrument aided soft tissue mobilization. The course will look at the differences in surgical procedures to treat musculoskeletal

injuries and develop the students understanding of the biomechanics involved in different performance activities.

**Semester hours: 3**

**Restrictions and Notes:**

- \*This course requires students to attend an On-Campus Experience (OCE) in order to complete course competencies

### **PTA 350 - Clinical Leadership & Practice Integration III**

(One hour theory per week) This course will broaden the application of leadership concepts from the Clinical Leadership and Practice Integration I and II coursework to application of leadership at the organizational level. Students will learn core practices of exemplary leadership and apply leadership problem-solving behaviors to organizations. The course will include the role of values in decision making as they apply to organizations. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice.

**Semester hours: 1**

**Prerequisites:**

- [PTA-250](#) - Clinical Leadership & Practice Integration II

### **PTA 370 - Acute to Chronic Care in Physical Therapy**

(Three hours theory per week) This course expands on skills in order to incorporate physical therapy knowledge and theories in to the transitional care of a patient from ailment to return to functional life. Course topics include: acute care treatment, trauma, ICU and CCU, understanding relevant acute medical testing and measures. Additionally, pharmacological considerations, the effects of multiple system and mental health diseases, will be examined on how chronic illness inhabits multiple facets of the patient's life.

**Semester hours: 3**

### **PTA 405 - Advanced Multiple System Intervention and Care through the Lifespan**

This capstone course will explore treatment of patients with complex medical conditions seen in physical therapy and the system interdependence of individuals with multiple comorbidities. Nutritional, pharmacological and psychological considerations will be addressed. Additionally, the course will 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. Students will systematically develop a scholarly capstone project throughout the course integrating concepts from current and previous BS PTA coursework.

**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**

This capstone course of the Clinical Leadership and Practice Integration (CLPI) curriculum will broaden the application of leadership concepts from the CLPI I, II, and III coursework to application of leadership in the community. Students will develop a scholarly, community-based project throughout the course with a focus on improving the health of community members. This course will also serve to facilitate the process of incorporating the leadership and advanced practice skills from program coursework into contemporary practice. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 1

**Prerequisites:**

- [PTA 350](#) - Clinical Leadership & Practice Integration III

## Psychology

**Director of General Education & Psychology**

Lori Bachle, M.S.

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The Psychology program at Clarkson College is well suited to the institution's long history of caring for those in need. The curriculum prepares students to provide vital assistance in mental health settings or pursue advance opportunities in research and practice to further the psychology and health care fields.

**Program Specific Competency Goals**

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

- Demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (Critical Thinking)\*\*
- Utilize basic research methods in psychology, including research design, data analysis, and interpretation; be capable of navigating various technologies for obtaining information, conducting literature reviews, collecting data, and analyzing data. (Communication and Technology)\*\*

- Employ critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. (Critical Thinking)\*\*
- Apply psychological principles to personal, social, and organizational issues; be capable of applying psychological principles and knowledge for the purpose of self-improvement and self-development. (Professionalism)\*\*
- Demonstrate the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. (Professionalism)\*\*
- Illustrate the ability to communicate effectively in a variety of formats. (Communication)
- Evaluate the complexity of socio-cultural and international diversity; demonstrate awareness for how issues related to culture, race, gender, class, economic status, religion, and political beliefs interact and relate to psychology. (Diversity)\*\*
- Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. (Professionalism and 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 Enrollment and Advising 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:** ◇

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### **Performance Outcomes**

	2018-2019	2019-2020	2020-2021
Accredited by the Higher Learning Commission, no Board exams for Psychology	N/A	N/A	N/A



	2018-2019	2019-2020	2020-2021
Graduation Rate*	N/A	N/A	N/A
Job Placement/ Employment Rate**	N/A	N/A	N/A

*\*\*Employment rates taken from returned graduate surveys, employer surveys, and graduates report to program individually.*

*This option was new in Fall 2022.*

## **Bachelor of Science in Psychology**

### **Director of General Education & Psychology**

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The Psychology program at Clarkson College is well suited to the institution's long history of caring for those in need. The curriculum prepares students to provide vital assistance in mental health settings or pursue advance opportunities in research and practice to further the psychology and health care fields.

### **Program Specific Competency Goals**

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

- Demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (Critical Thinking)\*\*
- Utilize basic research methods in psychology, including research design, data analysis, and interpretation; be capable of navigating various technologies for obtaining information, conducting literature reviews, collecting data, and analyzing data. (Communication and Technology)\*\*
- Employ critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. (Critical Thinking)\*\*
- Apply psychological principles to personal, social, and organizational issues; be capable of applying psychological principles and knowledge for the purpose of self#improvement and self#development. (Professionalism)\*\*
- Demonstrate the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. (Professionalism)\*\*
- Illustrate the ability to communicate effectively in a variety of formats. (Communication)
- Evaluate the complexity of socio-cultural and international diversity; demonstrate awareness for how issues related to culture, race, gender, class, economic status, religion, and political beliefs interact and relate to psychology. (Diversity)\*\*

- Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. (Professionalism and 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.*

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### **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 Psychology**

#### **General Education**

(21 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IPE 301 - Interprofessional Education</a>	0
<a href="#">GEN 101 - Strategies for Success</a>	1
<a href="#">EN 101 - English Composition I</a>	3
<a href="#">EN 102 - English Composition II</a>	3
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">SO 101 - Introduction to Sociology</a>	3
<a href="#">ST 310 - Statistics</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">GEN 251 - Wellness for the Healthcare Professional</a>	2

\*GEN 101 - Required for New Student Experience and Conditionally Accepted students.

\*\*GEN 251 - Students taking GEN 101 will take GEN 251 for 1 semester hour.

Students not required to take GEN 101 will take GEN 251 for 2 semester hours.

### Healthcare Core

(9 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ IC Core - Intercultural Communication</a>	3
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
<a href="#">EA 210 - American Poverty and Healthcare</a>	3
Total Semester Hours	9

### Support Courses

(43 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BI 110 - Fundamentals of Biology I - Lecture and Lab</a>	4
<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="#">CH 150 - General Chemistry - Lecture and Lab</a>	4
<a href="#">CH 270 - Biochemistry</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 333 - Psychological and Social Aspects of Aging</a>	3
<a href="#">CHL 364 - Mental Health of Women Throughout the Lifespan</a>	3
<a href="#">BI 111 - Fundamentals of Biology II - Lecture and Lab</a> OR	4
<a href="#">CH 151 - General Chemistry II - Lecture and Lab</a> OR	4
<a href="#">PHY 200 - Physics I - Lecture and Lab</a>	4
Total Semester Hours	43

## Major Courses

(47 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">PY 230 - Professional Seminar in Psychology</a>	3
<a href="#">PY 240 - Cultural Psychology</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PY 200 - Human Development</a>	3
<a href="#">PY 320 - Health Psychology</a>	3
<a href="#">◇ PY 330 - Social Psychology</a>	3
<a href="#">PY 410 - Behavioral Neuroscience</a>	3
<a href="#">EA 205 - Death and Dying</a>	3
<a href="#">EA 215 - Abnormal Psychology</a>	3
<a href="#">EA 200 - Healthcare Ethics</a>	3
<a href="#">PY 420 - Cognitive Psychology</a>	3
<a href="#">PY 350 - Introduction to Counseling Skills</a>	3
<a href="#">PY 360 - Psychopharmacology, Addiction, and Substance Abuse</a>	4

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 450 - Fieldwork</a>	2
<a href="#">PY 460 - Capstone</a>	2
Total Semester Hours	47

## Psychology Minor

Students may earn a minor in conjunction with any Clarkson College degree program. The Psychology minor 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 Psychology Minor

<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="#">EA 215 - Abnormal Psychology</a>	3
<a href="#">PY 320 - Health Psychology</a>	3
<a href="#">EA 205 - Death and Dying</a>	3
<a href="#">PY 350 - Introduction to Counseling Skills</a>	3
Total Semester Hours	18

## Undergraduate Psychology Courses

### PY 101 - Introduction to Psychology

This course acquaints students with the history, development, and present status of the science of psychology. Students explore areas of behavior, cognition, and learning, with special emphasis on developmental psychology, abnormal psychology, and the impact of psychology on health care.

**Semester hours:** 3

## **PY 200 - Human Development**

This course provides a comprehensive exploration of the physical, psychosocial, social, cognitive, intellectual, perceptual, personality, and emotional development of individuals across their lifespan, including the effects of ethnicity, gender, and cultural factors on development.

**Semester hours:** 3

**Prerequisites:**

- [PY 101](#) - Introduction to Psychology

## **PY 230 - Professional Seminar in Psychology**

This seminar provides a broad overview of the development of modern psychology, the crucial role of science in that development, and the educational and professional issues relevant to students majoring, or considering a major, in psychology, including an overview of career options in the field. Students build critical thinking and information literacy skills while exploring this discipline's values, ethics, career options, and writing style. This course uses a mixture of seminar and lecture formats.

**Semester hours:** 3

**Restrictions and Notes:**

- PY 101 may be taken currently or prior to PY 230.

## **PY 240 - Cultural Psychology**

In this course, students study psychological principles, theory, and research through exploration of cultural differences and similarities, both within and across cultures. Topics include the interplay between cultural and developmental processes, cognition, emotion, communication, gender, personality development, psychopathology, and social behavior.

**Semester hours:** 3

**Restrictions and Notes:**

- PY 101, PY 230, and Intercultural Communication (IC) course are prerequisites for Psychology majors.

## **PY 320 - Health Psychology**

This course examines the theoretical and research foundations of behavioral health and illness from a biopsychosocial perspective. Course topics provide students with an understanding of Health Psychology as a specialty within psychology.

**Semester hours:** 3

**Restrictions and Notes:**

- PY 240 is a prerequisite for Psychology majors.

### **PY 330 - Social Psychology**

This course offers a comprehensive overview of social psychology, exploring the history of the field, reviewing major findings, and highlighting areas of current research. The course will focus on landmark studies that have profoundly changed our understanding of human nature and social interaction, and have triggered significant paradigm shifts within the field. Some of the topics covered include individuals and groups, conformity and obedience, attraction, intergroup relations, and judgment and decision-making. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 3

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

- GEN 300 and PY 320 are prerequisites for Psychology majors.

### **PY 350 - Introduction to Counseling Skills**

The course is experiential and aimed at helping students develop a foundation as strong, effective therapeutic agents as they prepare to work in a variety of settings in psychology and healthcare fields. Topics include counseling theories and skills, therapeutic listening, empathy to client, concern conceptualization, crisis management, and reaching across cultural divides.

**Semester hours:** 3

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

- PY 420 is a prerequisite for Psychology majors.

### **PY 360 - Psychopharmacology, Addiction, and Substance Abuse**

This course provides an overview of commonly prescribed psychotropic medications with the field of professional counseling and will prepare students for more advanced counseling courses in the chemical dependency field. It discusses causes and theories of addiction, addictive thinking, post-acute withdrawal syndrome, and adjuncts to substance abuse and alcohol treatment recovery; it also addresses medications and drugs of abuse included in the substance-use disorders section of the most current version of the Diagnostic and Statistical Manual of Mental Disorders.

**Semester hours:** 4

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

- PY 320, BI 110, BI 211, BI 213, CH 150, and CH 270 are prerequisites for Psychology majors.

## **PY 410 - Behavioral Neuroscience**

This course explores behavior by understanding the influences of biological processes. Why do we dream? What makes us eat? Why are some drugs so addictive? How do we form memories? What are the biological bases of mental disorders? How does the environment interact with our genes? Students explore answers to questions like these by looking at the principles governing neuronal activity, the relationship between brain activity and subjective experience, the role of neurotransmitter systems in memory and motivational processes, and the presumed brain dysfunctions that give rise to mental illnesses like schizophrenia and depression.

**Semester hours:** 3

### **Restrictions and Notes:**

- PY 320, BI 110, BI 211, BI 213 are prerequisites for Psychology majors.

## **PY 420 - Cognitive Psychology**

This course provides a comprehensive overview of topics related to the information-processing mechanisms of the mind, using an evolutionary, functional perspective. Topics include consciousness, perception, attention, memory, conceptual knowledge, and emotions. It emphasizes biases in judgment, health, and economic decision-making.

**Semester hours:** 3

### **Restrictions and Notes:**

- PY 330 is a prerequisite for Psychology majors.

## **PY 450 - Fieldwork**

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. **This course emphasizes student engagement using a required service experience.**

**Semester hours:** 2

## **PY 460 - Capstone**

The capstone experience requires students to conduct programmatic research and develop a service project in their area of professional interest. Students must gain permission from the advisor before enrolling.

**Semester hours:** 2

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# **Radiography & Medical Imaging**

**Director of Radiography**



## **& Medical Imaging**

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### **Radiography Mission**

The Radiography program at Clarkson College is designed to provide a high quality, diverse educational experience rich in both professional and general coursework. Students of the program will be prepared to enter the radiography profession and to demonstrate good ethical judgment and compassion in the delivery of patient care. Radiography students are expected to adhere to all professional and ethical standards set forth by the American Society of Radiologic Technologists (ASRT).

The Radiography program meets its mission by providing an optimal environment for students learning the delivery of quality health care in a variety of clinical settings. The program offers a broad educational experience that enables students to apply theoretical learning to clinical practice. Students develop the necessary critical thinking and communication skills for becoming an integral member of the health care team. The program prepares students who are concerned with the improvement of the quality of life, which is consistent with the College Mission.

### **Radiologic Technologist Professionals**

Radiologic technologists (RT's) provide diagnostic services for patients using high-tech medical imaging equipment. Medical images produced by radiographers are then sent to physicians for diagnostic interpretation. RTs are employed by hospitals, imaging facilities, urgent care clinics, private physician offices and other health care facilities. There are also opportunities in industry, civil service, public health care services and international health care organizations. Opportunities abound in management and in education at the collegiate level for those appropriately prepared.

Graduates of the program will be able to sit for the national certification examination in radiography administered by the American Registry of Radiologic Technologists (ARRT). After successful completion of this examination, the individual will be a Certified Radiologic Technologist, R.T.(R). In addition, some states may require licensure to practice.

### **Medical Imaging Mission**

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

Graduation from the Medical Imaging program prepare RTs for additional career opportunities and advancement within the profession. These include computed tomography (CT), magnetic resonance imaging (MRI), angiography/interventional procedures (CI & VI), mammography (M), bone densitometry (BD), medical imaging informatics, management and leadership, and medical 3D printing. Upon completion

of the program, graduates may be eligible for advanced registry certifications by the American Registry of Radiologic Technologists (ARRT).

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## **Bachelor of Science in Medical Imaging**

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

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### **Program Specific Competency Goals**

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

- Have entry-level post-primary 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 the Clarkson College 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 option 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 Healthcare Core Courses = 9 semester hours** (Core curriculum courses, must be taken at Clarkson College. All courses must be completed with a “C” or higher.)
- **Previous RT Coursework = 58 semester hours**

- **Medical Imaging Major Courses = 12 semester hours** (All courses must be completed with a “C” or higher)
- **Medical Imaging Major Elective Courses = 18 semester hours** (All courses must be completed with a “C” or higher)

### Advanced Standing Credit

Credit hours may be warranted for post-primary certification and/or current clinical experience.

### Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or the [Academic Policies & Procedures](#) section (AD-1).

### Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

### Required Courses for Bachelor of Science in Medical Imaging

#### Major Courses

12 semester hours

Courses	Semester Hours
<a href="#">MI 330 - Pathophysiology</a>	3
◇ <a href="#">MI 414 - Introduction to Healthcare Delivery Systems</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>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	12

### Major Elective Courses

All students, with the approval of their advisor, must choose 18 semester hours of Medical Imaging major elective courses. The students will choose from the following electives:

<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 449 - Imaging Informatics Externship</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 450 - Advanced Imaging Informatics Externship</a>	3
<a href="#">MI 451 - Technology Utilization for Medical Imaging Informatics</a>	3
<a href="#">MI 452 - Operational Strategies for Medical Imaging Informatics</a>	3
<a href="#">MI 453 - Organizational Planning and Vision for Medical Imaging Informatics</a>	3
<a href="#">MI 454 - Advanced Assessment and Application for Medical Imaging Informatics</a>	3
<a href="#">MI 455 - Foundations of Medical Imaging Education</a>	3
<a href="#">MI 456 - Leadership in Medical Imaging</a>	3
<a href="#">MI 457 - Introduction to Medical 3D Imaging Segmentation and Applications</a>	3
<a href="#">MI-458 - Advanced Medical 3D Imaging Segmentation and Applications</a>	3
<a href="#">MI-459 - Medical 3D Printing Specialist 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

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## **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 Enrollment and Advising office, College website or 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 associates degree are distributed as follows:

- **Support and Healthcare 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 Healthcare 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

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MA 130 - College Algebra</a>	3
<a href="#">GEN 105 - Medical Terminology</a>	1
<a href="#">RT 104 - Introduction to Radiography</a>	1
<a href="#">RT 262 - Radiation Physics</a>	3
<a href="#">◇ RT 105 - Patient Care and Lab</a>	3
<a href="#">RT 100 - Radiography Seminar</a>	0
<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="#">EN 101 - English Composition I</a>	3
Total Semester Hours	14

### **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 - Healthcare Core Courses</a>	3
Total Semester Hours	12

### **Second Semester**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">IC HU EA - Healthcare Core Courses</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
<a href="#">IC HU EA - Healthcare Core Courses</a>	3
Total Semester Hours	9

**Total Semester Hours - 73**

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## **Dual Degree - Community Health**

The Associate of Science in Radiography and Bachelor of Science in Community Health dual degree option provides Radiography students the opportunity to broaden their understanding of health care and expand on their Associates degree by focusing on one of the Community Health concentration areas, which include: Gerontology, Public Health, Human Services, Women's Health and Healthcare Business.

### **Admission Policies**

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from the



Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Curriculum Requirements

To complete a Bachelor of Science in Community Health, students must successfully complete a total of 122 semester hours. These hours are distributed as follows:

- **General Education = 21 semester hours** (which must include nine semester hours of the Clarkson College Healthcare Core curriculum)
- **Support Courses = 30 semester hours**
- **Community Health Major Courses = 4 semester hours**
- **Radiography Degree Coursework = 49 semester hours**
- **One Community Health Concentration = 18 semester hours**

Program requires Health and Safety - [View Health and Safety Information](#)

## Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◇

## Required Courses for Dual Degree - Community Health

### General Education Courses

(12 semester hours)

<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 130 - College Algebra</a>	3
<a href="#">PY 101 - Introduction to Psychology</a>	3
<a href="#">IPE 301 - Interprofessional Education</a>	0

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

### Core Courses

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

### Support Courses

(30 semester hours) Human Anatomy and Human Physiology courses must be completed with a “C” or higher.

<b>Courses</b>	<b>Semester Hours</b>
<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
<a href="#">BI 122 - Nutrition Science</a>	3
<a href="#">BU 140 - Healthcare Delivery Systems</a>	2
<a href="#">SO 220 - Medical Sociology</a>	2
<a href="#">◇ CHL 244 - Vulnerable Populations</a>	3
<a href="#">CHL 243 - Trauma Informed Care</a>	3
<a href="#">HM 180 - Essentials of Pharmacology</a>	2
<a href="#">ST 310 - Statistics</a>	3
<a href="#">CHL 248 - Introduction to Grant Writing</a>	2
Total Semester Hours	29

## Radiography Major Courses

(49 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">RT 104 - Introduction to Radiography</a>	1
<a href="#">◇ RT 105 - Patient Care and Lab</a>	3
<a href="#">RT 110 - Radiographic Procedures I and Lab</a>	4
<a href="#">RT 120 - Radiographic Exposures I and Lab</a>	4
<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 246 - Radiographic Procedures III and Lab</a>	3
<a href="#">RT 250 - Radiographic Pathology</a>	2
<a href="#">RT 262 - Radiation Physics</a>	3
<a href="#">RT 265 - Clinical Experience I</a>	4
<a href="#">RT 271 - Radiation Biology</a>	3
<a href="#">RT 275 - Clinical Experience II</a>	8
<a href="#">RT 285 - Clinical Experience III</a>	6
Total Semester Hours	49

## Community Health Major Courses

(4 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">◇ CHL 400 - Community Health Fieldwork (concentration related)</a>	2
<a href="#">CHL 401 - Community Health Capstone (concentration related)</a>	2
Total Semester Hours	4

## Additional Major Courses

Students will choose one of the concentration areas to complete the Bachelor of Science in Community Health.

### 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 - Mammography</a>	1
<a href="#">CHL 366 - Pharmacology in Women's Health</a>	1
<a href="#">CHL 367 - Preventative &amp; Restorative Topics for Women</a>	1
Total Semester Hours	18

### Human Services Concentration

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">PY 200 - Human Development</a>	3
<a href="#">CHL 266 - Social Policy and Human Services</a>	3
<a href="#">CHL 245 - Family Dynamics</a>	1
<a href="#">CHL 252 - Information and Referral</a>	2
<a href="#">CHL 253 - Understanding the Criminal Justice System</a>	2
<a href="#">CHL 249 - Crisis Intervention</a>	1
<a href="#">◇ CHL 353 - Community Engagement and Social Change</a>	3
<a href="#">EA 210 - American Poverty and Healthcare</a>	3

<b>Courses</b>	<b>Semester Hours</b>
Total Semester Hours	18

### **Healthcare Business concentration**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HM 218 - Data Analysis and Visualization</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
<a href="#">BU 262 - Business Communication and Marketing</a>	3
<a href="#">BU 375 - Concepts of Leadership</a>	2
Total Semester Hours	12

### **Healthcare Business concentration - electives**

Students select two of the following electives:

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">BU 470 - Issues and Policies in Public Health</a>	3
<a href="#">BU 318 - Human Resources and Organizational Behavior</a>	3
<a href="#">HM 255 - Legal and Ethical Aspects of Health Information</a>	3
<a href="#">HM 360 - Compliance and Legal Applications</a>	3
<a href="#">BU 425 - Project Management</a>	3
<a href="#">BU 335 - Managing Healthcare Departments</a>	3
<a href="#">HM 333 - Classification Systems and Reimbursement Methodologies</a>	3
<a href="#">BU 411 - Operations and Quality Management</a>	3

### **Public Health Concentration**

(18 semester hours)

<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 353 - Community Engagement and Social Change</a>	3
<a href="#">ST 410 - Advanced Statistics for Public Healthcare</a>	3
<a href="#">CHL 355 - Health Program Planning and Evaluation</a>	3
Total Semester Hours	18

### **Gerontology Concentration**

(18 semester hours)

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">HC 220 - Gerontology</a>	2
<a href="#">CHL 241 - Programs, Services and Policies in Aging</a>	3
<a href="#">EA 205 - Death and Dying</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 Care of the Older Adult</a>	3
<a href="#">CHL 335 - Seminar in Gerontology</a>	1
Total Semester Hours	18

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### **Certificate in Medical Imaging Informatics**

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

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## Certificate Description

The Medical Imaging Informatics certificate is designed to enhance the graduate's ability to succeed in today's informatics and imaging environments. The program option 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

## Required Courses for Certificate in Medical Imaging Informatics

Courses	Semester Hours
<a href="#">MI 451 - Technology Utilization for Medical Imaging Informatics</a>	3
<a href="#">MI 452 - Operational Strategies for Medical Imaging Informatics</a>	3
<a href="#">MI 453 - Organizational Planning and Vision for Medical Imaging Informatics</a>	3
<a href="#">MI 454 - Advanced Assessment and Application for Medical Imaging Informatics</a>	3
Total Semester Hours	12

### Total Semester Hours in Program: 12

Classes will be 7.5 weeks in length for the fall and spring semester. Only MI 453 and MI 454 will be offered in the summer semester. Summer classes will be 6 weeks in length. Students may take one or two classes per semester, but they must be taken in succession.

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## Certificate in Medical 3D Printing Specialist

### Director of Radiography & Medical Imaging

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## Certificate Description

The Medical 3D Printing Specialist certificate option prepares imaging professionals to be knowledgeable and proficient in the 3D printing process. Advanced 3D printing technology allows health care professionals to generate full anatomical models from computed tomography (CT), magnetic resonance imaging (MRI), angiography and ultrasound images.

## Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, College website or the [Academic Policies & Procedures](#) section (AD-1).

## Required Courses for Certificate in Medical 3D Printing Specialist

Courses	Semester Hours
<a href="#">MI 410 - Cross-Sectional Anatomy I</a>	3
<a href="#">MI 411 - Cross-Sectional Anatomy II</a>	3
<a href="#">MI 457 - Introduction to Medical 3D Imaging Segmentation and Applications</a>	3
<a href="#">MI-458 - Advanced Medical 3D Imaging Segmentation and Applications</a>	3
Total Semester Hours	12

## Total Semester Hours in Program 12

The MI 457 and 458 courses will be offered as seven and one half (7.5) weeks for the fall and spring semester. Only MI 458 is offered in the summer semester. Cross Sectional imaging courses are offered every semester.

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## Certificate in Computed Tomography (CT)

### 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Certificate in Computed Tomography (CT)

Courses	Semester Hours
<a href="#">MI 410 - Cross-Sectional Anatomy I</a>	3
<a href="#">MI 411 - Cross-Sectional Anatomy II</a>	3
<a href="#">MI 415 - Computed Tomography</a>	3
<a href="#">MI 416 - Computed Tomography Protocols</a>	3
Total Semester Hours	12

\*\*Externship Optional - Individual certificates will help students meet educational requirements for the ARRT post-primary certifications. If students need the clinical component, an externship course will be advised.

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## Certificate in Magnetic Resonance Imaging (MRI)

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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 Enrollment and Advising office, College website [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Certificate in Magnetic Resonance Imaging (MRI)

Courses	Semester Hours
<a href="#">MI 410 - Cross-Sectional Anatomy I</a>	3

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 411 - Cross-Sectional Anatomy II</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
Total Semester Hours	12

\*\*Externship Optional - Individual certificates will help students meet educational requirements for the ARRT post-primary certifications. If students need the clinical component, an externship course will be advised.

## **Certificate in Cardiac and Vascular Interventional**

### **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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### **Required Courses for Certificate in Cardiac and Vascular Interventional**

<b>Courses</b>	<b>Semester Hours</b>
<a href="#">MI 423 - Angiographic and Interventional Procedures</a>	3
<a href="#">MI 419 - Cardiac-Interventional Radiography</a>	3
<a href="#">MI 417 - Vascular Interventional Radiography</a>	3
<a href="#">◇ MI 414 - Introduction to Healthcare Delivery Systems</a>	3
Total Semester Hours	12

\*\*Externship Optional - Individual certificates will help students meet educational requirements for the ARRT post-primary certifications. If students need the clinical component, an externship course will be advised.

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## Certificate in Leadership in Medical Imaging

### 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 Enrollment and Advising office, College website or [Academic Policies & Procedures](#) section (AD-1).

### Required Courses for Certificate in Leadership in Medical Imaging

Courses	Semester Hours
<a href="#">MI 441 - Medical Imaging Department Management</a>	3
<a href="#">MI 414 - Introduction to Healthcare Delivery Systems</a>	3
<a href="#">MI 456 - Leadership in Medical Imaging</a>	3
<a href="#">BU 357 - Healthcare Accounting and Financial Management</a>	4
Total Semester Hours	13

## Medical Imaging Externship Checklist

### 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
  - Kendra Croghan ([croghankendra@clarksoncollege.edu](mailto:croghankendra@clarksoncollege.edu)) - 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 checklist 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 Enrollment and Advising office or your program director
  2. \_\_\_\_ Clinical site obtained
  3. \_\_\_\_ Clinical Affiliation Agreement complete. (Several hospitals in the Omaha metro area have affiliation agreements with Clarkson College; ask the externship instructor if an agreement is needed)
  4. \_\_\_\_ Contact information for clinical liaison given to externship instructor. (Contact information should include: name, address and phone number)
  5. \_\_\_\_ Meet with clinical liaison and complete a schedule for the semester. The minimum number of clinical hours for a three credit hour-externship is 180. More hours may be required per clinical site and externship modality.
  6. \_\_\_\_ Meet with externship instructor and discuss syllabus, clinical handbook and schedule
  7. \_\_\_\_ Give externship instructor information for radiation badge distribution if applicable. (Date of birth and social security number)
  8. \_\_\_\_ Mammography & pediatric externships **ONLY**: ARRT certification and state license
-

9.\_\_\_\_

CI and VI externship **ONLY**: ACLS certification, ARRT certification and state license

By signing below, I attest to the fact that I have not had any previous infractions within the R/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.*

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## **Undergraduate Radiography & Medical Imaging Courses**

### **MI 330 - Pathophysiology**

(Three hours theory per week) This course is designed to correlate anatomy and physiology and relate normal body functioning to the physiologic changes that occur as a result of illness, as well as the body's remarkable ability to compensate for these changes. The course will be organized into three areas of focus based on the health-illness continuum: (1) control of normal body functions; (2) pathophysiology or alterations in body function; and (3) system or organ failure.

**Semester hours: 3**

### **MI 384 - Pediatric Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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

**Prerequisites:**

- [MI 428](#) - Principles of MRI Physics and Instrumentation

**Co-requisites:**

- [MI 429](#) - MRI Pulse Sequences and Protocols

**Restrictions and Notes:**

- When the courses are taken concurrently, failure of MI 429 will result in automatic failure of MI 386.

**MI 388 - Mammography Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in their coursework to the performance of mammographic examinations. Case studies, writing assignments and demonstration of prescribed competency examinations are requirements of the course.

**Semester hours:** 3

**Prerequisites:**

- [MI 427](#) - Mammography

**Co-requisites:**

- [MI 427](#) - Mammography

**Restrictions and Notes:**

- Students must have ARRT certification in radiography and a state license prior to externship. NOTE: When the courses are taken concurrently, failure of MI 427 will result in automatic failure of MI 388.

**MI 391 - Bone Densitometry Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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.

**Semester hours:** 3

**Prerequisites:**

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

**MI 413 - Advanced Pediatric Imaging**

(Three hours theory per week) The course will focus on advanced topics in pediatric imaging. It will begin with a review of pediatric patient care, principles of ALARA, basic immobilization techniques, operation of imaging equipment for diagnostic, portable, c-arm and fluoroscopic studies. The course will center on advanced concepts in pediatric imaging including but not limited to pediatric pathology, pediatric radiation biology and pediatric pharmacology, including drug administration and sedation medications. Further pediatric imaging in advanced modalities such as computed tomography, magnetic resonance imaging, diagnostic medical ultrasound, cardiac interventional and vascular interventional will be investigated.

**Semester hours:** 3

**MI 414 - Introduction to Healthcare Delivery Systems**

(Three hours theory per week) This course is designed to assist students in gaining an understanding of health care delivery systems and how to recognize trends in the

healthcare environment. This course will promote the attitude of lifelong learning by assisting the medical imaging professional to stay in step with the current health care environment and be prepared to help foster the future and increase awareness of the profession in the global community. This course emphasizes student engagement using a required service experience. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

### **MI 415 - Computed Tomography**

(Three hours theory per week) This course focuses on the theories, physics, application and instrumentation of computed tomography (CT) equipment. The student will examine and critique image analysis as a means in learning to evaluate images for correct technique, imaging protocols and identification of proper anatomy. The course will also examine and explore means of correcting poor images and artifact identification.

**Semester hours: 3**

**Prerequisites:**

- [MI 410](#) - Cross-Sectional Anatomy I
- [MI 411](#) - Cross-Sectional Anatomy II

**Co-requisites:**

- [MI 410](#) - Cross-Sectional Anatomy I
- [MI 411](#) - Cross-Sectional Anatomy II

### **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**

(Three hours theory per week) 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**

(Three hours theory per week) 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 410](#) - Cross-Sectional Anatomy I
- [MI 411](#) - Cross-Sectional Anatomy II

### **MI 429 - MRI Pulse Sequences and Protocols**

(Three hours theory per week) This course addresses advanced imaging techniques, including MR angiography, cardiac imaging and spectroscopy. The nature and use of contrast agents are discussed. Factors related to image quality and artifacts are considered. Imaging of the central nervous system, thorax, abdomen, pelvis and extremities will be discussed in detail along with specific protocols that correlate to the MRI ARRT registry. Attention is given to the biological effects of MRI, patient education, screening and care. In addition, specific MRI safety regulations will be addressed in great detail.

**Semester hours: 3**

**Prerequisites:**

- [MI 428](#) - Principles of MRI Physics and Instrumentation

### **MI 432 - Bone Densitometry**

(Three hours theory per week) This course focuses on the anatomy, physiology and pathology of the human structural support system. The course will focus on the history of bone densitometry, tracing the early roots of the modality all the way through its advancements in today's scanners. The course will cover bone anatomy in detail, down to its cellular components. Bone pathologies that are significant to bone densitometry will also be covered in detail with an emphasis on osteoporosis.

**Semester hours: 3**

### **MI 441 - Medical Imaging Department Management**

(Three hours theory per week) This course is designed for the student going into department supervision and management. The student will learn the basics of budgets, personnel scheduling, counseling, and administrative and leadership duties.

**Semester hours: 3**

## **MI 449 - Imaging Informatics Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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 453](#) - Organizational Planning and Vision for Medical Imaging Informatics
- [MI 454](#) - Advanced Assessment and Application for Medical Imaging Informatics

**Co-requisites:**

- [MI 453](#) - Organizational Planning and Vision for Medical Imaging Informatics
- [MI 454](#) - Advanced Assessment and Application for Medical Imaging Informatics

**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 coursework. The student will be required to demonstrate competency for numerous procedures within the specialty area, focusing on both the routine and advanced including a wide variety of troubleshooting tasks that PACS administrators and managers experience.

**Semester hours:** 3

**Prerequisites:**

- [MI 449](#) - Imaging Informatics Externship

**Co-requisites:**

- [MI 449](#) - Imaging Informatics Externship

**Restrictions and Notes:**

- When the courses are taken concurrently, failure of MI 453, MI 454 and/or MI 449 will result in automatic failure of MI 450.

**MI 451 - Technology Utilization for Medical Imaging Informatics**

(Three hours theory per week) This course is designed to cover the basics of information technology, clinical image management applications and the unique components of PACS (Picture Archiving and Communication Systems.) Special focus is placed on the imaging modalities, networking, imaging chain functionalities and IT standards, which include HL7, IHE and DICOM.

**Semester hours:** 3

**Restrictions and Notes:**

- 7.5 week course offered fall and spring semesters.

**MI 452 - Operational Strategies for Medical Imaging Informatics**

(Three hours theory per week) This course focuses on the daily operations and tasks for an Imaging Informatics Professional (IIP.) Emphasis on the continued support, training, downtime policies/procedures and the importance of compliance is covered for the IIP and all end users of PACS (Picture Archiving and Communication Systems.)

**Semester hours:** 3

**Prerequisites:**

- [MI 451](#) - Technology Utilization for Medical Imaging Informatics

**Restrictions and Notes:**

- 7.5 week course offered fall and spring semesters.

**MI 453 - Organizational Planning and Vision for Medical Imaging Informatics**

(Three hours theory per week) This course concentrates on the vision for a successful PACS (Picture Archiving and Communication Systems) implementation. The essential components, such as vendors, facility preparedness, system testing, project members and strategic planning are discussed for a positive experience and overall integration of PACS.

**Semester hours:** 3

**Prerequisites:**

- [MI 452](#) - Operational Strategies for Medical Imaging Informatics

**Restrictions and Notes:**

- 7.5 week course offered fall and spring semesters. 6-week course offered in summer.

### **MI 454 - Advanced Assessment and Application for Medical Imaging Informatics**

(Three hours theory per week) This course is the culmination and integration of the medical imaging informatics foci: technology utilization, operational strategies, and organizational planning and vision. Participants will apply these concepts, as outlined by the American Board of Imaging Informatics, for certification as a Certified Imaging Informatics Professional (CIIP).

**Semester hours: 3**

**Prerequisites:**

- [MI 453](#) - Organizational Planning and Vision for Medical Imaging Informatics

**Restrictions and Notes:**

- 7.5 week course offered fall and spring semesters. 6-week course offered in summer.

### **MI 455 - Foundations of Medical Imaging Education**

(Three hours theory per week) This course will introduce students to the process of curriculum design, accreditation requirements and programmatic assessment specific to the radiologic sciences. Students will explore instructional technologies that create an effective classroom and develop practical teaching skills to assist in the learning process. These experiences will lead to a culminating project in which students will work collaboratively with a faculty member.

**Semester hours: 3**

### **MI 456 - Leadership in Medical Imaging**

(Three hours theory per week) This course is designed to provide participants the theories and models to become an effective leader in the medical imaging field. Students will take part in self-reflection, develop leadership behaviors, as well as formulate a leadership philosophy. Students will apply their philosophy to concepts such as the development and importance of teams, emotional intelligence, and employee motivation and turnover. Issues related to licensure, certification, professional advocacy and professional service will also be explored. Students obtain first-hand knowledge of leadership via a practical experience with a leader in the medical imaging field.

**Semester hours: 3**

### **MI 457 - Introduction to Medical 3D Imaging Segmentation and Applications**

(Three hours theory per week) This course will introduce the student to the fundamentals of creating a 3D medical print. The course will encompass selection of the

correct image acquisition parameters, optimal segmentation of the anatomy, choosing the appropriate material for the model for the final 3D medical print, as well as utilization of CAD software and quality assurance/control processes. Students will participate in hands-on activities for the basic steps of the 3D medical printing process.

**Semester hours: 3**

**Prerequisites:**

- [MI 410](#) - Cross-Sectional Anatomy I
- [MI 411](#) - Cross-Sectional Anatomy II

### **MI-458 - Advanced Medical 3D Imaging Segmentation and Applications**

This course will provide the student the opportunity to apply various advanced theories and concepts in creating a 3D medical print. Students will utilize learned concepts to hone their knowledge and advance their abilities in producing a complex 3D medical print.

**Semester hours: 3**

**Prerequisites:**

- [MI 457](#) - Introduction to Medical 3D Imaging Segmentation and Applications

**Co-requisites:**

- [MI 385](#) - CT Externship
- [MI 386](#) - MRI Externship
- [MI 393](#) - Vascular Interventional Externship
- [MI 395](#) - Cardiac-Interventional Externship
- [MI 470](#) - Advanced Vascular Interventional Externship
- [MI 471](#) - Advanced Cardiac-Interventional Externship
- [MI 475](#) - Advanced CT Externship
- [MI 476](#) - Advanced MRI Externship

### **MI-459 - Medical 3D Printing Specialist Externship**

This course is designed to provide students with hands-on experiences in a supervised clinical setting. The student will apply concepts learned in the Medical 3D Printing Specialist certificate curriculum. Pre-requisite: Completion of Medical 3D Printing Specialist Certificate

**Semester hours: 3**

### **MI 470 - Advanced Vascular Interventional Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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
- [MI 413](#) - Advanced Pediatric Imaging

### **Co-requisites:**

- [MI 384](#) - Pediatric Externship
- [MI 413](#) - Advanced Pediatric Imaging

### **Restrictions and Notes:**

- Students must be ARRT Certified and have a state license, as applicable, to complete an externship.

## **MI 475 - Advanced CT Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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
- [MI 429](#) - MRI Pulse Sequences and Protocols

**Co-requisites:**

- [MI 386](#) - MRI Externship
- [MI 429](#) - MRI Pulse Sequences and Protocols

**Restrictions and Notes:**

- When MI 476 is taken concurrently with MI 429 and MI 386, failure of MI 429 will result in automatic failure of MI 386 and MI 476.

**MI 478 - Advanced Mammography Externship**

(Minimum of 180 hours of clinical experience per semester. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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. Some clinical sites require more than the minimum 180 hours. Students will comply with all the clinical site requirements.) 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
- [MI 432](#) - Bone Densitometry

**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 is directed by a faculty member on a topic of the student's interest and the faculty member's expertise.

**Semester hours: 0****Restrictions and Notes:**

- Permission by instructor required

**RT 100 - Radiography Seminar**

This is a zero-credit hour course offered twice per month to first year Radiography Program students in the fall and spring semesters. The course is designed to provide the students with pertinent program information and prepare them for clinical rotations and the imaging profession.

**Semester hours: 0**

## **RT 104 - Introduction to Radiography**

(One hour 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: 1**

## **RT 105 - Patient Care and Lab**

(Two hours theory and one hour laboratory per week) This course presents the theoretical base for patient care skills and techniques unique to professional radiographers. This course acquaints students with essential patient care topics such as diversity and ethical considerations, effective communication with various patient types, safe transport of patients, assessment of vital signs, current information on infection control, pharmacology, and contrast media as they pertain to radiography, venipuncture, medical emergencies and CPR standards. Laboratory experiences will expand these theoretical foundations by incorporating psychomotor skills in a simulated and/or actual clinical setting. Student engagement will be emphasized using a required service experience. **This course emphasizes student engagement using a required service experience.**

**Semester hours: 3**

## **RT 110 - Radiographic Procedures I and Lab**

(Three hours theory and two hours laboratory per week) This course is the first part of a three-fold radiographic procedures course. Part I of this course is designed to provide the students with the necessary theory, concepts and psychomotor experiences needed to perform specific diagnostic procedures. Patient positioning, equipment manipulation, appropriate patient care techniques and critique of radiographic images are presented in this course. The body areas to be addressed in Part I include upper extremities, shoulder girdle, lower extremities, pelvis, chest, bony thorax, and spine.

**Semester hours: 4**

**Prerequisites:**

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

**Co-requisites:**

- [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) Radiographic Exposures is a two-fold course. 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. Equipment 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, abdomen, 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 up to 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) This 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 in becoming a more competent professional and a contributing member to the diagnostic imaging team.

**Semester hours: 2**

### **RT 262 - Radiation Physics**

(Three 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: 3**

### **RT 265 - Clinical Experience I**

(Average of 16 hours clinical or equivalent experience per week for 15 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**

(Average of 30 hours clinical or equivalent 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**

(Average of 30 hours clinical or equivalent experience per week for 12 weeks.) 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 sessions that will prepare them for the ARRT examination. The required review sessions 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

## Community Advancement

**Director of Community Advancement**

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For assistance and/or more information about programs offered, please contact [CommunityAdvancement@clarksoncollege.edu](mailto:CommunityAdvancement@clarksoncollege.edu).

**Introduction**

The Clarkson College Community Advancement office is dedicated to assisting health care professionals in their pursuit of lifelong learning.

Community Advancement 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 Community Advancement 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 Aide, Medication Aide and Medical Assistant courses.
- Assisting College faculty, staff members 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 Community Advancement 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 Community Advancement is an approved provider of continuing nursing professional development 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 and 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 Community Advancement**

### **NA 103 Adult Abuse and Neglect**

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 online. 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)**

Regularly scheduled courses are offered that 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 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 evenings and on Saturdays.

### **NA 105 Restorative Aide Online**

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-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**

The online Nurse Aide Skills Review course prepares inactive CNAs for written and skills recertification exams needed to reactivate their registry status in the state of Nebraska. This self-paced online course provides individuals with a review of the knowledge, skills and abilities that must be demonstrated in order to recertify as a CNA. This course features access to PowerPoints, key terms and content needed to pass the written examination and unlimited access to procedural videos of the skills needed to pass the skills competency portion of the examination. The Nurse Aide Skills Review course is a review to aid you in your preparation to recertify as a nursing assistant, *it is not a guaranteed predictor of passing the exams.*

### **MAC 105 Medication Aide (40 hour) Online + Lab (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 health care 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 is one mandatory scheduled in-person lab session that will occur on the Clarkson College campus.

Students who successfully complete the course, lab session 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 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 3.5-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.

### **MAA 105 Medical Assistant with Clinical Externship**

The medical assistant program is an online training program that has a comprehensive curriculum that is divided into 22 courses. You will have up to 12 months to complete 483 hours of coursework, simulation, and 100 plus hours of externship. Complete your online training, then pair your newfound knowledge with priceless experience through clinical training. It'll give you the needed practice with patient care, phlebotomy, EKG, and medical office administration. The program is designed to prepare you to earn the Certified Clinical Medical Assistant (CCMA).

### **PHL 105 Phlebotomy Technician Course**

Our program is completely self-paced. Study on a schedule that fits your life. How long it takes to complete your phlebotomy tech training is up to you. With 325 hours of online coursework combined with a 40-hour externship, you can complete this program in 4 to 12 months.

This course comprehensive training infuses you with the knowledge and simulation experience you need to be prepared to pass the test and add the prestigious credential to your resume. Rich and visual course materials include lots of images, learning games, and highly interactive simulations to help you quickly comprehend-and

succeed. After completing the course, you are prepared to take the National Healthcare Association Exam, and become a Certified Phlebotomy Technician (CPT).

## **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 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 use. A two-year certification is provided upon successful completion of this two-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, 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 health care 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 two-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. Advisors also encourage students to use their student success guide in Canvas and all resources online and on campus in the Student Success Center.

## **Academic Calendar**

Clarkson College publishes academic calendars two years in advance. This section gives you access to these calendars.

### **May 2023**

- 1-5 Faculty off campus
- 8 Faculty report
- 9 Adjunct faculty meeting
- 10 Summer orientation for new students
- 11 Summer session begins
- 11 Accelerated course 1st six-week session begins
- 19 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees
- 19 Tuition and fees payment due date
- 24 Census Day (10th day)
- 29 Memorial Day observed (no classes, College closed)

### **June 2023**

- 2 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week Courses
- 9-10 Graduate Weekend (NS 830)
- 9-10 Online PTA Transfer Skills Weekend
- 9 Deadline for fall 2023 graduating student diploma audit application
- 16 Last Day to Withdraw a Course with a "WP" or "WF" (withdraw pass or withdraw fail) Grade for a 6 week Course
- 19 Juneteenth (No Classes, College Closed)
- 21 Accelerated course 1st six-week session ends
- 22 Accelerated course 2nd six-week session begins
- 23 Summer mid-semester grades due
- 23-24 PTA Online Transfer Skills Weekend

### **July 2023**

- 4 Independence Day observed (no classes, College closed)
- 14 Last Day to withdraw a course with a "W" (withdrawal) Grade for 12 week Courses
- 14 Last Day to withdraw a course with a "W" (Withdrawal) for 6 week Courses

21-22 PTA Online Transfer Skills Weekend

28 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 6 Week and 12 Week Courses

28 Graduating students; summer grades due

### **August 2023**

2 Summer semester ends

2 Accelerated course second six-week session ends

4 Final grades due for summer semester

5 Clarkson College Commencement (AY 2022/2023 Graduates)

7-11 Faculty off campus

14 Faculty report

15 Adjunct faculty meeting

16 Fall orientation for new students

17 Fall semester begins

17 Accelerated course 1st 7.5-week session begins

25 Last Day to withdraw from a 15 week course and receive 100% refund of tuition and fees

25 Tuition and fees payment due date

31 Census Day (11th day)

### **September 2023**

4 Labor Day (no classes, College closed)

8-9 PTA Transfer Skills Weekend

15 Last day to withdraw "W" grade for 7.5 week course

15 Constitution Day

22-23 Graduate Weekend (NS 830)

25-29 Clarkson College Spirit Week

29 Alumni CEU event

29 Last day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course

29-30 PTA Transfer Skills Weekend

### **October 2023**

6 Fall mid-semester grades due

6 Accelerated course first 7.5-week session ends



6-7 PTA Transfer Skills Weekend  
9-13 Fall Break Faculty off campus (No Classes, College Open)  
16 Accelerated course second 7.5-week session begins  
27 Last day to withdraw a course with a "W" (Withdrawal) grade for 15 week Course

### **November 2023**

3 Deadline for Spring 2024 graduating student diploma audit application  
3-4 PTA Transfer Skills Weekend  
17 Last Day to Withdraw a Course with a "W" (withdrawal) grade  
23-24 Thanksgiving Holiday (no Classes, College closed)

### **December 2023**

1 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 and 15-Week Course  
1 Graduating students; fall grades due  
1-2 PTA Transfer Skills Weekend  
4 BS PTA On Campus Experience  
6 Fall semester ends  
6 Accelerated course second 7.5-week session ends  
8 Final grades due for fall semester  
10-20 Academic Travel Abroad Collaboration (ATAC)  
11-Jan 1 Faculty off campus  
23- Jan 1 Christmas Holiday (College closed)

### **January 2024**

2 Faculty Report  
2 Adjunct Faculty Meeting  
TBD Strategic Planning Day  
3 Spring orientation for new students  
4 Spring semester begins  
4 Accelerated course first 7.5-week session begins  
12 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees  
12 Tuition and fees payment due date  
15 Martin Luther King, Jr. Day observed (no classes, College closed)  
18 Census Day (11th day)

## **February 2024**

2 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course  
2-3 PTA Transfer Skills Weekend  
2-3 Graduate Weekend (NS 830)  
16 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course  
23 Spring mid-semester grades due  
23 Accelerated Course 1st - 7.5 week Session Ends  
23-24 PTA Online Transfer Skills Weekend  
26-Mar 1 Spring Break Faculty off campus (No Classes, College Open)

## **March 2024**

4 Accelerated course 2nd - 7.5-week Session Begins  
15 Last day to withdraw a course with a "W" (Withdrawal) grade for 15 Week Courses  
22 Deadline for Summer 2024 Graduating Student Diploma Audit Application  
28 Deadline for August 2024 Graduation Ceremony Application (Spring 2024, Summer 2024 and Fall 2024 Graduate Candidates)  
29 Good Friday (No Classes, College Closed)

## **April 2024**

5 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Courses  
5-6 PTA Transfer Skills Weekend  
18-20 BS PTA On Campus Experience  
19 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) grade for 7.5 and 15 Week Courses  
19 Graduating students; spring grades due  
24 Spring Semester Ends  
24 Accelerated course second 7.5-week session ends  
26 Final Grades Due for Spring Semester  
26 Last Day for 9-month faculty  
26-27 PTA Online Transfer Skills Weekend  
28 - May 9 Academic Travel Traditional

## **May 2024**

6 Faculty Report

- 7 Adjunct Faculty Meeting
- 8 Summer orientation for new students
- 9 Summer session begins
- 9 Accelerated course 1st - 6 week session begins
- 17 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees
- 17 Tuition and fees payment due date
- 22 Census Day (10th day)
- 27 Memorial Day observed (no classes, College closed)
- 31 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week courses

### **June 2024**

- 7-8 Graduate Weekend (NS 830)
- 7 Deadline for Fall 2024 graduating student diploma audit application
- 14 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 6 Week Course
- 14-15 PTA Transfer Skills Weekend
- 19 Juneteenth (No Classes, College Closed)
- 19 Accelerated course first six-week session ends
- 20 Accelerated course second six-week session begins
- 21 Summer mid-semester grades due
- 21 Last day to withdraw a course with a "W" (Withdrawal) grade for 12 Week Courses

### **July 2024**

- 4 Independence Day observed (no classes, College closed)
- 12 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 6 Week Course and 12 week courses
- 12-13 PTA Online Transfer Skills Weekend
- 26 Last day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) grade for 6 week and 12 week courses
- 26 Graduating students; summer grades due
- 26-27 PTA Transfer Skills Weekend
- 31 Summer semester ends
- 31 Accelerated course second six-week session ends

### **August 2024**

2 Final grades due for summer semester  
3 Clarkson College Commencement (AY 2023-2024 Graduates)  
5-7 PTA Transfer Skills Weekend  
5-16 Faculty off campus  
19 Faculty report  
20 Adjunct Faculty Meeting  
21 Fall orientation for new students  
22 Fall semester begins  
22 Accelerated course first 7.5-week session begins  
30 Last day to withdraw from a 15 week course and receive 100% refund of tuition and fees  
30 Tuition and fees payment due date

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### **May 2022**

1-12 Academic Travel Traditional  
3 Final grades due for spring semester  
3 Last day for nine-month faculty  
4-10 Faculty off campus  
11 Faculty report  
12 Adjunct faculty meeting  
13 Summer orientation for new students  
16 Summer session begins  
16 Accelerated course first six-week session begins  
20 Last day to withdraw from a regular semester course and receive 100% refund of tuition and fees  
27 Census Day (10th day)  
30 Memorial Day observed (no classes, College closed)

### **June 2022**

3 Tuition and fees payment due date  
3-4 PTA Online Transfer Skills Weekend  
10-11 Graduate Weekend (NS 830)  
10 Deadline for fall 2022 graduating student diploma audit application  
20 Juneteenth (No Classes, College Closed)  
20-24 Summer midterm exams  
24 Last day for 10-month faculty

24 Accelerated course first six-week session ends  
24-25 PTA Online Transfer Skills Weekend  
27 Accelerated course second six-week session begins  
29 Summer mid-semester grades due

### **July 2022**

1 Last day to withdraw a course with a "W" (Withdrawal) grade  
4 Independence Day observed (no classes, College closed)  
29 Last Day to withdraw a course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) grade  
29 Graduating students; summer grades due  
29-30 PTA Online Transfer Skills Weekend

### **August 2022**

5 Summer semester ends  
5 Accelerated course second six-week session ends  
6 Clarkson College Graduation  
9 Final grades due for summer semester  
8-12 Faculty off campus  
15 Faculty report  
16 Adjunct faculty meeting  
17 Fall orientation for new students  
18 Fall semester begins  
18 Accelerated course first 7.5-week session begins  
26 Last day to drop from a regular semester course and receive 100% refund of tuition and fees  
26 Tuition and fees payment due date

### **September 2022**

1 Census Day (11th day)  
5 Labor Day (no classes, College closed)  
9-10 PTA Online Transfer Skills Weekend  
16 Constitution Day  
16 Last day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course  
23-24 Graduate Weekend (NS 830)  
26-30 Clarkson College Spirit Week

30 Last day to Withdraw a Course with a "WP" or "WF" (withdraw pass or withdraw fail) for 7.5 week course

30 Alumni CEU event

30 - Oct 1 PTA Online Transfer Skills Weekend

### **October 2022**

7 Fall Mid-semester grades due

7 Accelerated Course 1st - 7.5 week Session Ends

10-14 Fall Break Faculty off campus (No classes, College open)

17 Accelerated Course 2nd - 7.5 week Session Begins

28 Last day to "W" (Withdrawal) Grade for 15 Week Course

### **November 2022**

4 Deadline for spring 2023 graduating student diploma audit application

4-5 PTA Online Transfer Skills Weekend

18 Last day to Withdraw a Course with a "W" (Withdrawal) Grade for 7.5 Week Course

24-25 Thanksgiving Holiday (no classes, College closed)

### **December 2022**

2 Last day to Withdraw a Course with a "WP" or "WF" (Withdraw pass or withdraw fail) grade for 7.5 and 15 week course

2 Graduating students: fall grades due

2-3 PTA Online Transfer Skills Weekend

5 BS PTA On Campus Experience

7 Fall semester ends

7 Accelerated course 2nd 7.5-week session ends

9 Final grades due for fall semester

11-21 Academic Travel Abroad Collaboration (ATAC)

12- Jan 2 Faculty off campus

23-Jan 2 Christmas Holiday (College closed)

### **January 2023**

3 Faculty report

3 Adjunct faculty meeting

TBD Strategic Planning Day

4 Spring orientation for new students

5 Spring semester begins  
5 Accelerated course 1st 7.5-week session begins  
13 Last day to withdraw from a regular semester course and receive 100% refund of tuition & fees  
13 Tuition and fees payment due date  
16 Martin Luther King, Jr. Day observed (no classes, College closed)  
19 Census Day (11th day)  
27-28 PTA Online Transfer Skills Weekend

### **February 2023**

3-4 Graduate Weekend (NS 830)  
3 Last day to Withdraw a Course with a "W" (withdrawal) Grade for 7.5 Week Course  
17 Last Day to Withdraw a Course with a "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) Grade for 7.5 Week Course  
17-18 PTA Online Transfer Skills Weekend  
24 Spring Midterm Grades Due  
24 Accelerated Course 1st 7.5 Week Session Ends  
27-Mar 3 Spring Break Faculty Off Campus (No Classes, College Open)

### **March 2023**

6 Accelerated course 2nd 7.5-week session begins  
7 Last Day to Withdraw a Course with a "W" (Withdrawal) Grade for 15 Week Courses  
24 Deadline for summer 2023 graduating student diploma audit application  
24-25 PTA Online Transfer Skills Weekend  
31 Deadline for August 2023 Graduation Ceremony Application (Spring 2023 and Summer 2023 graduation application)

### **April 2023**

6 Last Day to Withdraw a Course with a "W" (Withdrawal;) Grade for 7.5 Week Courses  
7 Good Friday (No Classes, College Closed)  
13-15 BS PTA Oncampus Experience  
21 Last Day to withdraw a course with a "WP" or "WF" (withdraw pass or withdraw fail) grade for 7.5 and 15 week courses  
21 Graduating students; Spring Grades Due  
21-22 PTA Online Transfer Skills Weekend  
26 Spring Semester Ends

26 Accelerated course 2nd 7.5-week session ends

28 Final Grades Due for Spring Semester

28 Last day for 9-month faculty

30-5/11 Academic Travel Abroad (ATA)

## 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>Operating System</b>	Windows 10/11 or Mac OS 10.12	
<b>CPU</b>	Quad-core CPU or better	
<b>RAM</b>	8 GB	8 to 16 GB
<b>Solid State Drive (SSD)</b>	128 GB	256 GB or higher
<b>Wireless</b>	Dual Band with WiFi 4, 5, or 6 capability	
<b>Internet Access</b>	Broadband (Cable, DSL, etc.)	
<b>Sound Card with Speakers</b>	Any	Any
<b>Microphone</b>	Any	Any
<b>Webcam</b>	Any	720p or higher
<b>Printer</b>	Any	Any

**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>	Latest version of Microsoft Office (Free for Clarkson College students through Office 365)
<b>Database*</b>	Access (via Office 365)
<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 Windows Media Player, QuickTime, Java



**Other Plug-ins (Required)**

Latest version of Adobe Reader

**LockDown Browser and Respondus Monitor (Per instructor request)**

Free download available from the Canvas Help section.

\* **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. NOTE: Chromebooks are not supported.

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, view an 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 email account for educational purposes. This system is a web-based email 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 email 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).

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- Honor Societies

- Black Student Union
  - Student Government Association
  - Student Ambassadors
  - Physical Therapist Assistant Student Association
  - Radiologic Technology Student Association
  - Student Nurse Association
  - The Salt Company
  - Students for Mature & Responsible Choices
  - Residence Hall Council
- 

## **Honor Societies**

### **Delta Chapter of Lambda Nu**

Lambda Nu Honor Society was developed in January 2003. It was designed to recognize students who have demonstrated superior academic performance and who have distinguished themselves as clinical scholars and leaders within the Radiography program.

### **Omicron Epsilon Chapter of Sigma Theta Tau International Honor Society**

The Honor Society of Nursing was chartered as Omicron Epsilon, the 363rd Chapter of Sigma Theta Tau International Honor Society of Nursing, on April 4, 1998. Undergraduate students, graduate students and nurse leaders have been recognized for their academic excellence and leadership with induction into Omicron Epsilon. Together, the members seek to acknowledge excellence, promote leadership, advance nursing knowledge, encourage research use and foster high professional standards. For more information regarding the eligibility requirements, visit the [Honors Societies](#) page on the College website.

### **National Society of Leadership & Success (Sigma Alpha Pi Chapter)**

The Clarkson College chapter of National Society of Leadership & Success (NSLS) Sigma Theta Tau Chapter is an honor society providing professional leadership training to its members. Benefits of membership include success networking teams, success coaches, scholarships, a personalized letter of recommendation, an online job bank, honor cords and stoles, among others. Undergraduate and graduate students with a GPA of 3.0 or higher are invited to join. Membership invitations are sent and orientation sessions are scheduled at the beginning of the fall and spring semesters. For more information, email [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 Enrollment and Advising office on various events and activities throughout the year. They receive a scholarship each semester for their service. Contact [admissions@clarksoncollege.edu](mailto:admissions@clarksoncollege.edu) if you are interested in the Student Ambassador experience.

## **Physical Therapist Assistant Student Association**

The Physical Therapist Assistant Student Association (PTASA) is open to all students enrolled in the Physical Therapist Assistant program. This organization is designed to encourage students to participate in professional and community activities that are educational and allow students an opportunity to promote their profession. Contact Jessica Niemann for more information.

## **Radiography Student Association**

Radiography Student Association (RSA) is the pre-professional organization for students enrolled in the Radiography or Medical Imaging programs at Clarkson College. This organization encourages student involvement in professional activities and promotes professional development at local, regional and national levels.

### **Kelly Eaton**

[EatonKelly@clarksoncollege.edu](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.

SNA 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)

### **Salt Company**

Salt Company 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.

### **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**

#### **Veterans Education Benefits**

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>."*

Clarkson College is an approved institution for federal education benefits through the U.S. Department of Veterans Affairs (VA) and committed to assisting all students who are eligible to receive Veterans Administration educational benefits. We welcome all veterans and their eligible spouses and dependents. Clarkson College is participant in the [Yellow Ribbon Program](#) for eligible students.

Veterans and their spouse/dependent are admitted to the Clarkson College under the same admission requirements as other students. Veteran students are expected to attend classes regularly. Students must pursue the curriculum as listed and approved in the College Catalog and maintain satisfactory academic progress (2.0 Cumulative GPA), attendance, and conduct to maintain eligibility for payments. On-campus assistance and information may be obtained from our Veteran Affairs Certifying Official.

Students who are military or military-related are welcome to use the GI Bill®, Military Tuition Assistance, scholarships, grants, student loans, and military education benefits. Students who are military or military-related, are welcome to use all student services available at Clarkson College, whether taking courses on campus, or online

## **The Veterans Benefits and Transition Act of 2018-Section 103 (Forever GI Bill®)**

### *Utilizing VA GI Bill® Education Benefits*

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Clarkson College will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Clarkson College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Clarkson College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Clarkson College will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Clarkson College due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

*\*Covered Individual - defined as any individual who is entitled to education assistance under the US Department of Veterans Affairs(VA) Vocational Rehabilitation and Employment (Ch.31), or Post 9/11 GI Bill® (Ch. 33) benefit.*

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## **The Harry W. Colmery Veterans Educational Assistance Act of 2017 (Forever GI Bill®)**

The Harry W. Colmery Veterans Educational Assistance Act of 2017 (Forever GI Bill) changes the way the Post-9/11 GI Bill monthly housing allowance (MHA) is paid. MHA will now be based on the zip code where the student physically takes the majority of classes rather than the zip code of the school's main training location.

### **Principles of Excellence**

Clarkson College is dedicated to continuing our long-standing partnership of serving Service Members, Veterans, Spouses, and Family members. Clarkson College affirms its commitment to assisting our veteran student population, while exercising transparency and full compliance with the individual principles outlined in Executive Order 13607, Principles of Excellence.

Clarkson College is a signatory and abides by the Presidential Executive Order 13607

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.

- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

## **Educational Resources**

For information pertaining to your Veterans Education Benefits, contact the VA at [www.gibill.va.gov](http://www.gibill.va.gov) or 1.888.GIBILL1 (1.888.442.4551). They offer assistance 24/7 for VA education benefit questions. To reach a VA Education Case Manager, call 8 a.m.-4 p.m. Monday through Friday.

The St. Louis, Missouri VA Regional Processing Office (RPO) has established an education toll-free phone service for students with VA Educational Benefits. This toll-free number features information for veterans and dependents on your own VA education account with Montgomery GI Bill® (MGIB):

### **Chapter 30**

[Active Duty](#)

### **Chapter 31**

For questions about Vocational Rehabilitation Education Benefits, Chapter 31, call [800-872-1000](tel:800-872-1000).

### **Chapter 33**

[Post 9/11: Veterans and Dependents](#)

### **Chapter 35**

[Survivors & Dependents Assistance \(DEA\)](#)

### **Chapter 1606**

[Selected Reserve](#)

### **Chapter 1607**

[Reserve Educational Assistance \(REAP\)](#)

## **Additional Online Resources**

Career Resources

[A Veterans Guide to Getting Hired](#)

[Learn How to Become: Armed Forces Careers](#)

Education Resources

[Military Online Colleges and Universities](#)

[Financial Aid for Veterans](#)

[College Resources for Veterans](#)

Communication Materials

[Monthly Housing Allowance Communications Toolkit](#)

[Monthly Housing Allowance Student Guide](#)  
[Monthly Housing Allowance Rate Change infographic](#)

National Veteran Crisis Hotline  
<https://www.veteranscrisisline.net/>

Nebraska Department of Veteran Affairs  
<https://veterans.nebraska.gov>

GI Bill® Comparison Tool  
<https://www.va.gov/education/gi-bill-comparison-tool/>

**Clarkson College - Veteran Services**  
**101 South 42 Street, Omaha, NE 68131**  
**PH 402.552.2746 FX 402.552.6165**  
[studentaccounts@clarksoncollege.edu](mailto:studentaccounts@clarksoncollege.edu)

## Technology Resources

Students have access to wireless internet throughout the campus. Study rooms, multi-function printers (print, copy, scan), and shared access computers are available on campus for student use. Interactive technologies in labs and classrooms also provide unique learning opportunities for students. Please refer to the Student Success Guide for computer and other technology requirements.

## Writing Lab

The Clarkson College Writing Lab is a resource for all undergraduate and graduate students—both on campus and online. The Writing Lab serves as a welcoming space for students to receive help on their writing and revisions. If a student is unsure how to begin a paper, how to write a thesis, how to organize their ideas, how to articulate their ideas, how to apply APA style, or if they simply want a second pair of eyes to look over their essay, the Writing Lab can help with all of this and more. The Writing Lab emphasizes the process of writing; rather than correct, edit, or proofread, Writing Lab tutors work *with* writers to build their confidence with writing, as well as to provide them with the skills needed to revise and edit their own writing. To learn more about the hours of operation and scheduling appointments please visit <https://www.clarksoncollege.edu/student-life/campus-services/student-success/writing-lab/> or email any questions to [writinglab@clarksoncollege.edu](mailto:writinglab@clarksoncollege.edu).

## Wellness

Wellness is vital to a healthy and happy life. Whether you are a new or graduate student; just starting out or in the middle of your career; or an employee: Clarkson College recognizes the importance of your wellbeing. The following are used throughout programming and around campus to indicate these vital elements of your wellness and how they can impact your overall quality of life. We recognize eight dimensions of wellness: occupational, emotional, spiritual, environmental, financial, physical, social, and intellectual. Each dimension of wellness is interrelated with others

and each is equally vital in the pursuit of optimum health. We believe that each person can reach an optimal level of wellness by understanding how to maintain and optimize each of the dimensions of wellness.

College is a demanding time, and you're facing the challenges of school, work, family obligations, and a social life. If you do not have them already, it is time to establish health and wellness practices that will carry on well into your career after graduation.

You can use this guide to keep your mind and body health now, and throughout your life.

1. **Emotional wellness:** Coping effectively with life and creating satisfying relationships
2. **Environmental wellness:** Good health though pleasant environments that support well being
3. **Financial Wellness:** Satisfaction with current and future financial situations
4. **Intellectual Wellness:** Identifying ways to expand knowledge, abilities and skills
5. **Occupational Wellness:** Personal satisfaction and enrichment from one's work
6. **Physical Wellness:** Recognizing the need for physical activity, proper nutrition, sleep
7. **Social Wellness:** Developing a sense of connection, community, belonging and a support system
8. **Spiritual Wellness:** Expanding our sense of purpose and meaning in life

## **Academic Success**

### **New Student Orientation**

New Student Orientation (NSO) 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 NSO. Dates are sent to each new student before the start of the semester.

New graduate online students will be oriented to the College by participating in NS 799 and MB 799. Additional information for new students can also be found on the [Clarkson College website](#).

All students also have access to the Student Success Guide (SSG 101) in the online Learning Management System (Canvas). These modules are available to students as long as students are enrolled in courses at Clarkson College and should be completed during their first semester, ideally before classes begin. The modules contain information relevant to students during their entire program of study, including history of the College, using Canvas, student success, educational resources and academic programs.

### **Success Center**

The mission of the Dr. J.W. Upright Success Center is to provide College-based resources and support services to assist students in achieving their academic,



professional and personal goals during their time at Clarkson College. The Success Center operates under the philosophy that students, regardless of previous success, can and should become better learners.

Some of the major services offered by the Success Center include: learning styles assessment, counseling, academic skill development, [supplemental instruction](#), tutoring, [mentoring](#), and career services. These are all free services to students.

The Success Center, located on the second floor of the main building, also provides individual and group study space. Students are encouraged to take advantage of the Success Center services throughout their collegiate careers. For more information, contact the Success Center at [successcenter@clarksoncollege.edu](mailto:successcenter@clarksoncollege.edu).

### **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. There are two licensed counselors 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**

Counselors can meet with students on campus, online, or over the phone. Students can schedule by phone, email, or in person. 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 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 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.

### **Tutoring**

Academic tutoring is a free service available to all Clarkson College students. Tutoring is offered in the Success Center or online.

## **Mentoring Program**

The Mentoring Program provides first-year students with 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 the program, and every incoming student is invited to participate on a voluntary basis.

## **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, health care-related, and non-health care related positions on the bulletin board outside of the Success Center.

## **Testing Center**

The Testing Center, located on the second level of the Student Center 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
- Be admitted into an eligible degree-seeking program at Clarkson College
- Be enrolled in at least half-time (undergraduate students: six credit hours; graduate students: three credit hours) for each semester the student wishes to be considered for financial aid
- Be enrolled in courses that fulfill the student's degree requirements

- Submit additional documents or information as requested by the Student Financial Aid department
- Maintain all satisfactory academic progress requirements each academic term
- Certify that federal student aid awards will be used only for educational purposes

### **Award Notifications**

Students who qualify for financial aid and have successfully completed the financial aid application process may view their award notifications online through [My Financial Aid](#) (accessed through the Clarkson College website). My Financial Aid access instructions, log-on ID information and instructions on how obtain your password will be sent to the student the first time financial aid is awarded from Clarkson College. The student's financial aid counselor will send the student notifications of subsequent and revised awards.

My Financial Aid allows the student to view, accept or decline awards and to receive specific information about award offers. The student must accept financial aid award offers through My Financial Aid before the aid can be disbursed. The student also has the option to decline awards or reduce student loan award offers.

### **Disbursement of Financial Aid**

Financial aid will be applied directly to Clarkson College tuition, fees, on-campus housing (if applicable) and other charges before funds will be released to the student for other educational expenses. If financial aid received exceeds the semester charges, a refund will be issued to the student.

If a balance remains after financial aid is received, the student is responsible to pay the outstanding balance by the tuition payment due date.

### **Enrollment Status Requirements for Financial Aid Purposes**

To receive most financial awards, including a student loan, the student must be enrolled at least half-time. Some financial aid awards are prorated based on a student's enrollment status.

#### **Undergraduate Students**

<b>Enrollment Status</b>	<b>Semesters</b>	<b>Credit Hours</b>
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**

<b>Enrollment Status</b>	<b>Semesters</b>	<b>Credit Hours</b>
Full-time	Fall, spring and summer	6 or more per semester

<b>Enrollment Status</b>	<b>Semesters</b>	<b>Credit Hours</b>
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, the Clarkson College 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 Option**

In the RN to MSN program option students may have semesters where they enroll in both undergraduate and graduate level coursework at the same time. Students in this

program option will be evaluated based on the undergraduate SAP policy standards until they have officially graduated with their bachelor's degree. After that point, students will be evaluated based on the graduate SAP policy standards.

### **Notification**

Once SAP is calculated after the end of each semester students placed on Warning or Suspension will be notified of their status by letter via U.S. mail and a notice sent to his or her official Clarkson College email.

### **Reinstatement of Good Standing**

A student who has failed to maintain SAP standards may regain his or her financial aid eligibility (Good Standing) by successfully completing sufficient semester hours and/or attaining the required cumulative grade point average. A student remains ineligible for financial assistance until the semester following his or her attainment of the SAP standards.

## **Federal Work-Study & Loan Programs**

### **Federal Work-Study (FWS) Program**

The Federal Work-Study (FWS) program is funded by both the federal government and Clarkson College. The program provides on-campus employment opportunities for undergraduate students with financial need. An eligible student will be awarded a dollar amount that may be earned each semester. The FWS awards and amounts are determined by Clarkson College. A FWS award is not a guarantee of employment. The student must be eligible for employment with Nebraska Medicine, which includes a successful interview, background check and drug screening. Employment is also contingent upon availability of job openings within the College. To view current Federal Work-Study job openings at Clarkson College, visit the [Clarkson College website](#).

### **Federal Direct Loans**

Federal Direct Loans are federally funded, low interest rate loans that are available to both undergraduate and graduate students. A student's eligibility for a Federal Direct Loan and the amount of the award is determined by Clarkson College based on federal regulations. Several factors are used in the calculation of a student's loan award, including the student's grade level, cost of attendance, enrollment status, expected family contribution (EFC) and other financial aid awarded to the student. A student must file the FAFSA, complete a Master Promissory Note (MPN), complete loan entrance counseling and be enrolled at least half-time to receive a Federal Direct Loan award. Federal Direct Loans are usually awarded for a two-semester loan period. The first disbursement will occur at the beginning of the first semester and the second will occur at beginning of the second semester.

The fixed interest rate on Federal Direct Loans is established through federal regulation and may change for new loans disbursed after July 1 of each year. The U.S. Department of Education charges an up-front loan origination fee on Direct Loans. See the [Clarkson College website for current fee rates](#).

Repayment of Direct Loans (except for PLUS loans) begins six months after the student either graduates or ceases to be enrolled at least half-time. The maximum aggregate (life-time) loan amount a student may borrow under the Federal Direct Loan program



is: \$31,000 (no more than \$23,000 of which can be subsidized) for a dependent, undergraduate student; \$57,500 (no more than \$23,000 of which can be subsidized) for an independent, undergraduate student; and \$138,500 for a graduate student.

**Federal Direct Subsidized Loans**

The interest on a subsidized Federal Direct Loan will begin to accrue when the loan funds are disbursed to the student. However, that interest is paid by the federal government while the student is enrolled at least half-time.

Maximum annual subsidized Direct Loan limits are: \$3,500 for first year undergraduate students; \$4,500 for second year undergraduate students; and \$5,500 for third and fourth year undergraduate students. A student’s grade level is determined by the student’s current academic status at Clarkson College.

Graduate students are not eligible for subsidized Federal Direct Loans.

**Federal Direct Unsubsidized Loans**

Unsubsidized Federal Direct Loans are similar to the subsidized Federal Direct Loans except that the student is immediately responsible for payment of the interest on these loans. Students can make interest payments while in school, or the interest can be capitalized and added to the principal loan balance when the student graduates or ceases to be enrolled at least half-time.

Maximum annual unsubsidized Direct Loan limits are: \$6,000 for first and second year undergraduate students; \$7,000 for third and fourth year undergraduate students; and \$20,500 for graduate students. A student’s grade level is determined by the student’s current academic status at Clarkson College.

Federal Direct  
Loans - Annual  
Limit

<b>Dependent Students</b>	<b>Subsidized Federal Direct Loan</b>	<b>Unsubsidized Federal Direct Loan</b>	<b>Annual Limit</b>
<b>Freshman</b> (up to 30 semester hours)	\$3,500	\$2,000	\$5,500
<b>Sophomore</b> (31-59 semester hours)	\$4,500	\$2,000	\$6,500<
<b>Junior or Senior</b> (60+ semester hours)	\$5,500	\$2,000	\$7,500
<b>Independent Students</b>	<b>Subsidized Federal Direct Loan</b>	<b>Unsubsidized Federal Direct Loan</b>	<b>Annual Limit</b>

<b>Freshman</b> (up to 30 semester hours)	\$3,500	\$6,000	\$9,500
<b>Sophomore</b> (31-59 semester hours)	\$4,500	\$6,000	\$10,500
<b>Junior or Senior</b> (60+ semester hours)	\$5,500	\$7,000	\$12,500

### **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 Loan, regardless of financial need, for each dependent, undergraduate student enrolled at least half-time (six credit hours per semester). A credit check is conducted on all Direct PLUS Loan applicants. To qualify for a Direct PLUS Loan, the parent cannot have an adverse credit history. 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 Loan is established through federal regulations 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, however, the parent can choose to defer repayment on the application. Parents can apply for a PLUS Loan at [www.studentaid.gov](http://www.studentaid.gov). If approved, the parent will need to complete a Master Promissory Note (MPN).

### **Federal Direct Graduate PLUS Loan**

Federal Direct Graduate PLUS Loans are available to graduate students to help pay for educational expenses. A graduate student must be enrolled at least half-time (three credit hours) to borrow from this program. The student may borrow up to his or her estimated cost of attendance, less Federal Direct Stafford Loan amounts and/or other financial assistance received.

The fixed interest rate on a Graduate PLUS is established through Federal regulation and may change for new loans disbursed after July 1 of each year. Repayment usually begins 30-60 days after loan funds are fully disbursed. The borrower may receive a deferment while he or she is enrolled at least half-time at an eligible institution. Deferment requests must be made directly to the loan servicer.

### **Federal Nursing Student Loans**

The Federal Nursing Student Loan is a loan program funded by the U.S. Department of Health and Human Services through the Health Resources and Services Administration (HRSA) and administered by Clarkson College. Loans are awarded to undergraduate nursing students and are based on the student's financial need. The interest rate is fixed at 5% 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 \$25,825.

## **Federal Grant Programs**

The federal government provides a variety of grant programs for undergraduate students. The grants are awarded based on a student's financial need as determined from the student's Free Application for Federal Student Aid (FAFSA).

### **Federal Pell Grants**

Federal Pell Grants are designed to provide educational financial assistance to those undergraduate students with the greatest financial need. Federal Pell Grants provide the foundation for many financial aid packages to which other federal and non-federal funds can be added. Students who have earned a bachelor's degree are ineligible for a Federal Pell Grant. A student is limited to receive 12 semesters (or its equivalent) of Federal Pell Grants.

### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students with financial need and have not earned a bachelor's degree. Students receiving a Federal Pell Grant, and who have remaining financial need, will be given priority when awarding FSEOG funds. FSEOG awards and amounts are determined by Clarkson College.

## **State Grant Programs**

### **Nebraska Opportunity Grants**

Nebraska Opportunity Grants (NOG) are funded by the State of Nebraska. The grants are awarded to undergraduate Nebraska resident students who demonstrate financial need as determined from the students' FAFSA results. NOG awards and amounts are determined by Clarkson College. Estimated NOG awards that appear on a student's award letter are contingent upon approval by the Nebraska Coordinating Commission for Postsecondary Education.

## **Undergraduate Merit-Based Scholarships**

Scholarships are awarded each year to students who demonstrate qualities such as—but not limited to—outstanding academic achievement, leadership involvement and financial need. The funds come from multiple sources and do not have to be repaid.

For most scholarships, eligibility for a merit-based and/or need-based scholarship is determined at the time the student is first admitted to an undergraduate program at Clarkson College and are based on prior academic strengths and financial need as determined by the student's FAFSA. Typically, the student will retain scholarship eligibility for subsequent academic years, as long as the following criteria are met:

- Undergraduate student
- Enrolled at least half-time (six credit hours)
- Maintain the [Satisfactory Academic Progress standards](#)
- Maintain minimum grade point average requirements

The first step to be considered for scholarships is to be admitted to Clarkson College in an undergraduate program. We encourage you to apply for admission early with the intent to meet the first application deadline for your program of interest.

### **Academic Scholarships**

[Academic Scholarships](#) are awarded to new, incoming undergraduate students only.

- Must have cumulative GPA of at least 3.0 on 4.0 scale
- Must be an incoming undergraduate Clarkson College student
- Must be granted full acceptance (not conditional) as a degree-seeking undergraduate student at Clarkson College

Clarkson College is selective, and fulfillment of minimum scholarship academic requirements is not a guarantee of award. Students will be considered for scholarships following their acceptance. Students who are accepted early will be given priority. Top candidates may be invited to campus for an interview.

Scholarship amounts are based on the student's full time enrollment status (12 or more credit hours).

### **Gateway to Success Scholarship for Minority Nursing Students**

To be eligible for consideration, a student must have a high school cumulative grade point average of 2.5, be a racial minority student (Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander). The student must be accepted to the Clarkson College traditional Bachelor of Science in Nursing program. The Gateway to Success Scholarship application deadline is March 15. Scholarships awarded will be disbursed in the subsequent academic year (disbursement in the fall and spring semesters). Application forms and a detailed list of requirements are available on the [Clarkson College website](#) and from the Student Financial Aid department.

### **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 email 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
- Dr. Louis and Susan Burgher Endowed
- Gina Dixon Memorial Scholarship
- Carol Engquist Scholarship
- Donna Keller Endowed Scholarship
- Dr. Margaret Lorimor
- Dr. Jenette Smith
- Brown's Medical Imaging

### **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**

Clarkson College Student Ambassadors are students selected to assist the Enrollment and Advising office with recruitment and special College events. Ambassadors receive a \$1,000 scholarship each semester. Ambassador applications are available from the Enrollment and Advising office. Interviews are conducted and Ambassador appointments are made on a space-available basis. Please contact the Enrollment and

Advising 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 email describing the scholarship and application process.

Students are encouraged to search for scholarships from other sources outside of Clarkson College. Several websites are available for students to search for scholarship opportunities. A listing of reputable sites is available on the [Clarkson College website](#) and from the Student Financial Aid department.

Clarkson College students are required to report all outside scholarships received to the Student Financial Aid department. In addition, any outside scholarship checks received by students are required to be processed through the Student Financial Aid department.

## **ITEACH Student Nurse Fellowship**

*Earn \$20,000 and gain valuable work experience while you're in school.*

Every year, Nebraska Medicine selects up to 25 students who are in their first semester of nursing school to be part of the ITEACH Student Nurse Fellowship program. The students gain relevant work experience on a variety of units and specialties while completing their respective nursing programs.

Participants receive \$5,000 in their second, third and fourth semesters to use for tuition, followed by a \$5,000 bonus upon hire. Upon successful completion of the program, they will transition into full-time nursing positions at Nebraska Medicine.

Program benefits include:

- Leadership development
- Career coaching
- Career readiness training
- Hands-on experience
- \$15,000 in sponsorship money
- \$5,000 bonus upon hire

Applicants should embody Nebraska Medicine's ITEACH values. More information can be found on the [ITEACH website](#).

## **Student to Nurse (S2RN) Sponsorship Program in Pediatrics**

At Children's Hospital & Medical Center, the Student to Nurse Pediatric Sponsorship program provides exclusive sponsorship funds and employment to support nursing students who are interested in a pediatric nursing career. Nursing students will be hired into the program before the start of their junior year of nursing school. Benefits of the program include the following:

- \$15,000 in sponsorship for education expenses

- \$5,000 bonus upon start of the Nurse Residency Program
- Sponsorship funds for tuition and fees and or other educational costs provided at key check points
- Paid relevant work experience
- Career readiness training
- Preference for senior preceptorship placement
- Enrollment in the Nurse Residency Program at the start of the S2RN program

More information can be found on the [S2RN Sponsor Program website](#).

### **Air Force ROTC**

Air Force ROTC students are eligible to compete for college scholarships. Students should enroll in Air Force ROTC classes offered at the University of Nebraska at Omaha (UNO). Eligibility and application requirements can be found on [UNO's Air Force ROTC website](#).

For further information about the Air Force ROTC Scholarship programs, please contact UNO ROTC at 402.554.2318 or visit their [website](#).

### **Tuition & Fees**

#### **Fall 2022–Summer 2023 Academic Year**

Tuition	Cost
Undergraduate Courses	\$632 / credit hour
Nebraska Medicine Partnership Rate: Undergraduate Courses	\$411 / credit hour
Community Educational Partnership: Undergraduate Courses	\$443 / credit hour
Graduate Courses:	\$697 / credit hour
MSN & MHA	\$1051 / credit hour
Nurse Anesthesia	\$914 / credit hour
DNP & Ed.D.	
Nebraska Medicine Partnership Rate: MSN & MHA Courses	\$453 / credit hour
Nebraska Medicine Partnership Rate: DNP & Ed.D. Courses	\$731 / credit hour
Community Educational Partnership: Graduate Courses	\$488 / credit hour
Community Educational Partnership: DNP & Ed.D. Courses	\$731 / credit hour
Nursing Workforce Educational Rate: RN to BSN and RN to MSN	\$316 / credit hour

Tuition	Cost
Undergraduate Nursing Courses	
Course & Lab Fee Schedule	Cost
MHA: Cultural Assessment Fee (MB 818)	\$77 / class
MHA: Simulation Fee (MB 836 course fee)	\$15 / class
General Education: Lab Supplies Fee (all General Education labs)	\$40 / lab
Recitation Fee (BI 110.RS, BI 111.RS, BI 210.RS, 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)	\$140 / student
PTA: Board Prep Course Fee (PTA 213)	\$245 / student
PTA: On-campus Experience Lab Fee (PTA 330, PTA 335, PTA 405)	\$60 / class
PTA Lab Videos (PTA 105, PTA105.OE)	\$169 / student
PTA 105.OE – Transfer online student supplies – lab starter kit	\$99 / student
MI Externships (MI 385/475, MI386/476, MI388/478, MI395/471, MI393/470, MI391/481, MI449/450)	\$75 / student
MI Printing Supplies (MI 457)	\$150 / student
RT: Lab Fee (RT 105L, RT 110L, RT 120L, RT 125L, RT 140L)	\$30 / lab
RT: Markers (RT 140)	\$22 / student
RT: NSRT Dues (RT 104)	\$20 / student
RT: Trajecsystm (RT 265, clinical tracking)	\$100 / student
RT: NRST Conference (RT 275)	\$100 / student
RT: RadReview Easy (RT 110L)	\$150 / student
RT: Rad Tech Boot Camp (RT 262)	\$140 / student



Course & Lab Fee Schedule	Cost
RT: One (1) Scrub set Top & Bottom (RT 105L)	\$50 / student
BSN: Lab Fee (NS 126, NS 234, NS 255, NS 335, NS 345, NS 362, NS 454, NS 459)	\$30 / class
Nursing - ATI Testing Fee - (NS 125, NS 233, NS 254, NS 332, NS 334, NS 355, NS 458, NS 467)	\$415/ class
Nursing - Iowa Sing – (NS 126, NS 355)	\$15 / class
MSN: Typhon Only	\$95 / student
MSN: Graduate Weekend and Typhon (NS 830)	\$260 / student
MSN - Cultural Assessment (NS 807)	\$77 / class
MSN: HESI Pre Cert for Nurse Practitioners (NS 852, NS 853, NS 854, NS 860)	\$130 / student
NA - National Online Board Review Course (AN 872)	\$440 / student
<b>Additional Fees &amp; Charges</b>	<b>Cost</b>
Advanced Placement Exam Fee	Varies by exam
Application Fee	\$25 / each
Graduate Application Fee	\$100 / each
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	\$25 / each
Enrollment Fee (first-time students)	\$150 / each
Late Payment Fee (charge per month, max of 4 per semester)	\$35 / each
Late Registration Fee	\$50 / each
Life Learning Evaluation Fee	50 percent of tuition
Transcripts (all students)	\$10 / each
Interprofessional education – IPE Course Fee IPE 301	\$124 / student

\* The student fees for health and safety will be the responsibility of the student per specific program requirements. Estimated expense per student is \$30-125.

Miscellaneous	Cost
Test Proctor Fee (outside 30 mile radius)	Cost varies
Test Proctor Fee (On Campus)	Free
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	See <a href="#">Housing Costs &amp; Contracts</a>

### **Out of Pocket Expenses**

Nurse Anesthesia	Cost
Research Fee	Cost varies
National Certification Exam	\$995 / student
Master of Science in Nursing	Cost
Certification Fee – AANP	\$315 / student
Certification Fee – ANCC	\$395 / student
Certification Fee – ANCC for HCA	\$395 / student
Certification Fee for NE Only – CNE	\$500 / student
Health Information Management	Cost
HM 108 AHIMA Membership bundled with Book	\$49 / student
HM 368 Virtual lab subscription (bookstore)	\$195 / student
BU 496 ACHE Membership	\$75 / student
HM/BU – EHRGO Subscriptions (bookstore)	\$45-285/subscription type
HM 445/477 - Exam Bundled with Prep Book (bookstore)	\$375
Physical Therapist Assistant	Cost
PTA Board Exam	\$600 / student

Radiography	Cost
RT 265 Clinical Uniforms	\$150 / student
RT 285 AART Certification	\$200 / student
Bachelor of Science in Nursing	Cost
RN NCLEX Exam (BSN)	\$200 / exam
RN Licensure (NE)	\$123 / student
NS 126 – Nursing uniform, pen light, stethoscope, protective equipment	\$927-1288 / student
NS 345 – MyCE Clinical Onboarding	\$45 / student
All Programs	Cost
Castlebranch (account, background check and drug screen)	Vary per program \$14-\$140.00 / student
My CE	\$40 / student

*Note: All tuition, fees, policies and programs are subject to change. Notice of any change will be communicated to students, faculty and staff.*

## **Student Accounts**

### **Student Accounts**

#### **Student Accounts Office**

101 South 42 Street Omaha, NE 68131-2739

**PH** 402.552.3100 **TF** 800.647.5500

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

- Statement of Financial Responsibility
- Clarkson College Student Certification of Financial Responsibility for International Students
- Student Account Payments
- Tuition Billing Statements
- Installment Payment Plan
- Tuition Refund Policy
- Student Account Credit Balance
- Tuition Assistance
- Nebraska Medicine Partnership
- COPPER Nebraska Medicine Employee Tuition Reimbursement
- Vetter Senior Living Partnership

Our goal is to help guide students along their financial path with attending Clarkson College.

We strive to help students understand their Tuition/Fee charges, On-line Tuition payments, Electronic Refunds, Billing statements and Campus Housing charges (if applicable).

### **Statement of Financial Responsibility**

All students are required to sign a Statement of Financial Responsibility. This process is completed prior allowing students to register for semester courses. This Statement outlines the student's financial obligations to the College and serves as the student's acknowledgement of Clarkson College policies related to responsibility of payment for tuition, fees and Campus housing (if applicable), as well as important information related to Federal Financial Aid.

### **Clarkson College Certification of Financial Responsibility for International Students**

International Students new to Clarkson College who require an F-1 Visa must complete the Clarkson College Certification of Financial Responsibility. This must be sent to the Student Accounts office one month prior to enrollment. Submit via email to Student Accounts at [studentaccounts@clarksoncollege.edu](mailto:studentaccounts@clarksoncollege.edu).

International Students new to Clarkson College not utilizing an F-1 Visa or not qualified to receive financial aid must only complete Section IV of the Clarkson College Certification of Financial Responsibility.

International students are required to make advance payment for all tuition, fees and on-campus housing (if applicable) each semester in which the student is enrolled. The student's payment must be received by the Student Accounts office by the fourth day of the semester. If the student's account is not paid in full by the fourth day of the semester, the student will be dropped from all courses on the fifth day of the semester.

Clarkson College accepts direct payment only. Third party billing or alternative payment arrangements are not available to international students.

Clarkson College accepts full payments by cash in U.S. dollars, electronic check, credit/debit card (VISA, Mastercard, Discover and American Express) and U.S. Postal Service money order. Please note any international credit/debit cards have a 4.25% processing fee.

### **Student Account Payments**

Upon registering for classes, students become financially responsible for all tuition, fees and campus housing charges (if applicable). Student account balances must be paid in full or a student must be enrolled in an installment plan, prior to the Tuition & Fee due date. 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 a withdraw from all classes. Late payment fees and Business Office hold will prevent future registration and the ability to receive official transcripts.

Clarkson College accepts cash, check, electronic check, credit/debit card, money order and cashier's check for payment of tuition, fees and campus housing charges. Payments made with cash, check, money order or cashier's check can be made in person or by mail. Payments using a credit/debit card or electronic check are made through the students [Self-Service](#), (TransAct) account. Personal checks returned due to insufficient funds or a closed account will be charged a processing fee to the students account. If a students check is returned, the student may be required to make subsequent payments to Clarkson College with cash, money order or a cashier's check only.

### **Tuition Billing Statements**

Billing statements for tuition, fees and campus housing (if applicable) are available online through [Self-Service](#). It is the student's responsibility to view his/her billing statement and submit payment by the tuition and fees payment due date. Our office does **not mail** statements .

### **Installment Payment Plan**

An Installment Plan is offered through the student's Transact account. This plan allows students to pay tuition, fees and housing (if applicable) in equal installments. The student must enroll through their Self Service account. The deadline to enroll in the installment plan is one business day prior to the tuition and fees payment due date. A fee for participating in the Installment Plan must be paid at the time of enrollment. Students enrolled in the Installment Plan who do not make payments on time will be withdrawn from the plan and a Business Office hold will be placed on their account.

### **Tuition Refund Policy**

Fees are non-refundable after the first week of the semester. To receive a 100% 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 before end of day on the seventh business day of the session. Tuition refund schedules are available on the [Clarkson College website](#). A change of registration fee will be assessed to the student's account for any change in registration beginning the second week of the session.

To receive a 100% refund of tuition and fees for a 7.5-week session course, the official Change of Registration/Leave of Absence/Withdraw form must be completed and received by the Registrar's before end of day on the fourth business day of the session.

Fees are non-refundable after the fourth business day of the session. A change of registration fee will be assessed to the student's account beginning the fifth day of the session.

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 any remaining balance once the withdrawal has been processed. Refunds are calculated based on the date the completed paperwork is received by the Registrar.

**Note:** It is strongly recommended that students who are recipients of financial aid consult with their **Financial Aid counselor** prior to withdrawing from any courses. 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 student balance owed to the college.

## **Tuition Refund Policy for Active Duty Military Personnel**

In accordance with the Clarkson College [Leave of Absence policy](#), Any active duty service member, including a member of a state National Guard or reserve forces or a spouse of a duty service member with dependent children, who is called to perform either state or federal military duty that would interfere with the member's ability to complete the current term of instruction, will be granted a LOA, upon submission of a copy of written orders. LOA's will be granted for the periods of active duty. A LOA is not granted for voluntary active duty or training when the member could schedule the training to avoid a conflict with school instruction. Academic standing prior to being ordered to military duty will be restored, upon his or her release of duty, without loss of status, academic credits previously earned, scholarships or grants awarded by the college.

### **Housing**

Refunds for Campus housing are handled through the Resident Hall & Student Activities Coordinator at Clarkson College.

### **Textbooks**

Student who are recipients of Financial Aid exceeding the amount of tuition and fees charges have the option to utilize a bookstore voucher. The Bookstore voucher allows students to use financial aid funds to cover the cost of books. The student must have available financial aid funds after all tuition and fees are paid. Please visit the [Clarkson college website](#) or contact Barnes & Noble College at 800.325.3252 for information and FAQ's.

### **Student Account Credit Balance**

A student with a credit balance on his or her account can elect receive their funds through an electronic refund. Students would need to enroll in eRefund through their Self Service account. If enrolled, the funds will be electronically deposited to the financial account information that the student provided.

If a student does not elect this option, a paper check will be mailed to the student's address listed with the Registrar's office.

### **Tuition Assistance**

It is the student's responsibility to contact the Student Accounts office if they are eligible for tuition assistance from an outside source, such as Employer, Veterans Educational Benefits, Workforce Development or Vocational Rehabilitation. However, the Student Accounts office must grant approval before special billing is established.

The student must submit a completed Release of Information form before any account information can be shared with an outside party. If the student is receiving employer tuition assistance, all tuition & fees must be paid by the terms tuition and fees due date.

### **Nebraska Medicine Partnership Tuition Information**

Employees, their spouses or dependents (age 23 or younger) of Clarkson College, Nebraska Medicine (NMC, Bellevue), OrthoNebraska and Community Hospital Association, Inc. (Fairfax) may receive the partnership tuition rate, if all other eligibility criteria are met. Private practice physicians who are on the active medical staff of these same hospitals, their spouses or dependents (age 23 or younger) may receive the partnership tuition rate, if all other eligibility criteria are met. The student/employee must be employed at Nebraska Medicine or an affiliate and must be full-time (.9 FTE) or part-time (at least .5 FTE) for six months. Six months employment is calculated based on employee hire date and first day of the enrolled term. This employment status must be maintained to receive the reduced tuition rate. The Nebraska Medicine Partnership form must be **received each semester**. A Partnership Verification form is complete once signed by both the student and their HR representative.

### **COPPER (Clarkson Optional Payment Plan - Nebraska Medicine 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 completed each semester and submitted to the Student Accounts office before the tuition and fees payment due date. Students can only defer a balance that is less than or equal to their Nebraska Medicine tuition reimbursement calendar year balance. Any remaining balance not covered by Nebraska Medicine employee reimbursement is due on the terms tuition and fees due date.

### **Community Partnership Tuition Information**

Clarkson College is an educational community partner with Vetter Senior Living and Brown's Medical Imaging. Due to the collaboration, Clarkson College offers a partnership tuition rate to all eligible employees, spouses and their dependent children.

Employees, their spouses or dependents (age 23 or younger) of may receive the Community partnership tuition rate, if all other eligibility criteria are met. The student/employee must be employed full-time (.9 FTE) or part-time (at least .5 FTE) for six months. Six months employment is calculated based on employee hire date and first day of the enrolled term. This employment status must be maintained to receive the reduced tuition rate.

The Community Partnership form must be **received each semester**. A Community Partnership Verification form is complete once signed by both the student and their HR representative.

[Community Partnership Verification form](#)

**Clarkson College**

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