Table of Contents

Clarkson College - Academic Catalog 6
College Information 6
About the College 7
Mission, Vision & Values 7
Accreditation & Approvals 8
Board of Directors 11
Diversity 12
Facilities 12
Safety & Security 14
Service League Library 18
Research 19
Science Laboratories 19
Labs 19
Student Center 20
Student Housing 21
Website 21
Campus Services 21
Academic Policies & Procedures 28
Academic Integrity (Policy SW-25) 28
Academic Probation (Policy AA-20) 33
Academic Travel Abroad Release (Policy SW-11) 34
Academic Year 34
Access to Campus Facilities (Policy SW-28) 34
Academic Related Activities and Travel Release (Policy SW-40) 36
Admissions (Policy AD-1, AD-2, and AD-11) 37
Advanced Standing Credit (Policy AA-47) 46
Articulation Agreements 49
Assessment of Student Success Skills (Policy OG-23) 50
Auditing a Course (Policy AA-35) 51
Background Checks and Drug Screening for Students (Policy SW-23) 52
Bookstore Voucher (Policy SA-2) 54
Cancellation of Course (Policy AA-36) 54
Change of Personal Information 54
Clarkson College Behavioral Intervention Team (Policy SW-24) 55
Coursework Categories for Undergraduate Degrees 56
Code of Conduct (Policy SW-18) 56
Copyright (Policy IT-4) 65
Credit Hour Definition (Policy AA-55) 66
Crime Awareness & Campus Security (Policy SW-5) 68
Degree Progress Audit (Policy AA-5) 69
Dismissal (Policy AA-24) 69
Drug and Alcohol (Policy SW-15) 70
Email (Policy IT-1) 75

Emergency Notification, Response and Evacuation (Policy SW-30).....77
Emotional Support Animal (Policy SW-38)..... 78
Family Education Rights & Privacy Act (Policy SS-9).....83
Forms Submission.....85
Freedom of Expression (Policy EC-22).....85
Grade Change (Policy AA-37)..... 87
Grade Point Average (Policy AA-29)..... 87
Grade Reports.....88
Graduation Eligibility (Policy AA-8)..... 88
Health and Safety Requirements (Policy SW-7).....89
Identification Badge (Policy SS-10)..... 89
Incomplete Grades (Policy AA-10).....89
Independent Study (Policy AA-41).....90
Information Security Program (Policy IT-9).....90
International Admissions & Transcripts (Policy AD-2).....91
Institutional Review of Research Involving Human Subjects (Policy OG-8).....92
Issuing Timely Warnings (Policy SW-32).....93
Computing Policy (Policy IT-2).....93
Last Date of Attendance (Policy AA-63)..... 100
Law Enforcement on Campus (Policy SW-33).....102
Leave of Absence (Policy AA-30)..... 102
Letter Grades and Quality Points (Policy AA-6).....103
Liability Insurance (Policy SW-12)..... 104
Media (Policy OG-12).....104
Non-Smoking (Policy SW-16)..... 105
Equal Opportunity and Non- Discrimination (Policy SW-1)..... 106
Online Education.....106
Student Petition for Reconsideration (Policy SW-22).....107
Petition for a Course Offering..... 108
Privacy (Policy IT-3).....108
Program Completion (Policy AA-17)..... 111
Progression (Policy AA-2)..... 111
Public Complaint (Policy EC-20).....113
Readmission (Policy AD-10)..... 114
Registration/Add a Course (Policy AA-32).....116
Reporting Criminal Offenses (Policy SW-36).....116
Credit Hour Residency Requirement (Policy AA-28)..... 116
Records Retention (Policy EC-2).....117
Student Accommodations (Policy SW-2)..... 120
Security Awareness Programs (Policy SW-37).....124
Service Animal (Policy SW-39).....125
Sexual Misconduct (Policy SW-27).....128
Social Media (Policy OG-28).....154
State Authorization.....158
Student Classifications & Status.....158
Student Grievance (Policy SW-14)..... 159

Student Parking (Policy SS-1)..... 161
Transcripts..... 161
Transfer Credit (Policy AA-52)..... 161
Academic Honors (Policy AA-16)..... 162
Undergraduate Class Standing (Policy AA-38)..... 163
Undergraduate Deans List (Policy AA-27)..... 163
Weather-Related School Closing (Policy OG-4)..... 164
Withdrawal From Course Grade (Policy AA-3)..... 165
Organizational Governance-Policy Guidelines (OG-15)..... 166
Institutional Repository (Policy OG-30)..... 167
Library Collection Development (Policy OG-29)..... 168
Student Location & Disclosures for Professional Licensure or Certification Disclosure (Policy OG-33)..... 170
Financial Aid Award (Policy FA-19)..... 174
Teach-Out (Policy AA-64)..... 175
Conditional Acceptance and Recitation Requirements (Policy AD-11)..... 177
Business Ethics (Policy EC-21)..... 179
Discontinuance of an Academic Program (EC-24)..... 181
Application and Enrollment Fee Waivers (Policy AD-4)..... 183
Professional Judgment (Policy FA-17)..... 184
Disbursement of Financial Aid (Policy FA-2)..... 184
Financial Aid Eligibility Requirements (Policy FA-20)..... 185
Satisfactory Academic Progress for Financial Aid Eligibility (FA-21)..... 186
Course Load Requirements (Policy FA-6)..... 189
Help Desk (Policy IT-7)..... 190
Public Address System (Policy OG-3)..... 192
Statement of Financial Responsibility (Policy SA-12)..... 192
Interprofessional Education, Intercultural Development Inventory (IDI), and Service (AA-54)..... 193
Missing Student (Policy SW-34)..... 194
Tuition Refund (Policy SA-6)..... 196
Professional Development..... 198
Allied Health Continuing Education..... 199
Continuing Nursing Education..... 199
Programs Offered through Professional Development..... 200
Life Support Courses..... 204
Student Resources..... 206
Academic Advising..... 206
Computer Equipment Recommendations..... 206
Online Services..... 207
Student Organizations and Activities..... 208
Veteran Services..... 211
Technology Resources..... 213
Writing Lab..... 214
Wellness..... 214
Academic Success..... 215
Financial Information..... 217

Tuition Refund Policy for Active Duty Military Personnel..... 234
Tuition Rates 2026-27..... 236
Program Fees..... 236
Institutional Fees..... 237
Course-Specific Fees..... 237
Housing and Related Fees..... 237
Estimated Additional Program Costs..... 237
Policy Statement..... 239
Academic Programs..... 239
Community Health..... 239
Bachelor of Science in Community Health, Community-Based Track..... 242
Bachelor of Science in Community Health, Pre-Health Professional track..... 247
Gerontology Certificate..... 260
Human Services Certificate..... 262
Public Health Certificate..... 263
Women's Health Certificate..... 264
Community Health Minors..... 265
Undergraduate Community Health Courses..... 265
Education & Leadership..... 271
Doctor of Education (EdD) in Healthcare Education & Interprofessional Leadership..... 272
Post-Graduate Certificate in Leadership..... 276
Doctor of Education (EdD) in Interprofessional Leadership..... 277
Doctoral Education & Leadership Courses..... 282
General Education..... 287
Undergraduate General Education Courses..... 290
General Studies..... 304
Associate of Science in General Studies..... 304
Healthcare Administration & Management..... 306
Healthcare Business Minor..... 307
Bachelor of Science in Healthcare Management..... 308
Master in Healthcare Administration..... 313
Post-Graduate Certificate in Healthcare Administration..... 318
Minor in Project Management..... 320
Graduate Certificate in Healthcare Informatics..... 321
Minor in Artificial Intelligence Literacy..... 322
Certificate in Artificial Intelligence Literacy..... 323
Certificate in Cybersecurity..... 324
Certificate in Project Management..... 324
Certificate in Healthcare Management..... 325
Undergraduate Healthcare Administration & Management Courses..... 326
Graduate Healthcare Administration & Management Courses..... 333
Health Information Management..... 340
Health Data Analytics Certificate..... 341
Health Information Management (Medical Coding) Certificate..... 342
Minor in Healthcare Informatics..... 343

Minor in Medical Coding..... 344
Associate of Science in Health Information Technology..... 345
Bachelor of Science in Health Information Administration..... 348
Post-Baccalaureate Certificate in Health Information Administration..... 352
Undergraduate Health Information Management Courses..... 354
Nursing..... 359
Bachelor of Science in Nursing..... 361
Bachelor of Science in Nursing: LPN to BSN Option..... 366
Bachelor of Science in Nursing: RN to BSN Option..... 370
Master of Science in Nursing..... 373
Post-Graduate Certificate in Nursing..... 380
Doctor of Nursing Practice: Post-Graduate Option..... 385
Doctor of Nursing Practice in Nurse Anesthesia: BSN to DNP..... 387
Doctor of Nursing Practice: BSN to DNP Options..... 390
Nursing Clinical Practice Instructor Certificate..... 396
Undergraduate Nursing Courses..... 397
Graduate Nursing Courses..... 426
Doctoral Nursing Courses..... 449
Physical Therapist Assistant..... 456
Associate of Science in Physical Therapist Assistant - Traditional Option..... 458
Associate of Science in Physical Therapist Assistant - Transfer Option..... 463
Bachelor of Science in Physical Therapist Assistant..... 468
Undergraduate Physical Therapist Assistant Courses..... 474
Psychology..... 483
Bachelor of Science in Psychology..... 484
Psychology Minor..... 488
Psychology Certificate..... 488
Undergraduate Psychology Courses..... 489
Radiography & Medical Imaging..... 493
Bachelor of Science in Medical Imaging..... 494
Associate of Science in Radiography..... 498
Certificate in Medical Imaging Informatics..... 501
Certificate in Medical 3D Printing and Visualization Specialist..... 502
Certificate in Computed Tomography (CT)..... 503
Certificate in Magnetic Resonance Imaging (MRI)..... 504
Certificate in Cardiac and Vascular Interventional..... 505
Certificate in Leadership in Medical Imaging..... 505
Medical Imaging Externship Checklist..... 506
Undergraduate Radiography & Medical Imaging Courses..... 508
Professional Development..... 528
Allied Health Continuing Education..... 529
Continuing Nursing Education..... 529
Programs Offered through Professional Development..... 530
Life Support Courses..... 534
Student Resources..... 536
Academic Advising..... 536

Computer Equipment Recommendations..... 536
Online Services..... 537
Student Organizations and Activities..... 538
Veteran Services..... 541
Technology Resources..... 543
Writing Lab..... 544
Wellness..... 544
Academic Success..... 545
Financial Information..... 547
Tuition Refund Policy for Active Duty Military Personnel..... 564
Tuition Rates 2026-27..... 566
Program Fees..... 566
Institutional Fees..... 567
Course-Specific Fees..... 567
Housing and Related Fees..... 567
Estimated Additional Program Costs..... 567
Policy Statement..... 569

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

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 healthcare 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, General Studies, Community Health, Psychology, Radiography and Medical Imaging, and Professional Development. The evolution of Clarkson College is apparent in our program offerings. We have grown from focusing solely on the practice of nursing to broadening our offerings to include a variety of healthcare 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

Clarkson College will continue to be the trusted, leading and preferred healthcare educator.

Values

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

Caring: An empowering relationship through an attitude of empathy, trust, 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 to inspire trust in personal, professional, and organizational actions.

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

Student Learning Outcomes

The Mission of Clarkson College is to prepare students to professionally provide high quality, ethical, and compassionate health care services. With this in mind, program directors and faculty identified five important Student Success Skills, which include Communication, Critical Thinking, Technology, Professional Behavior and Diversity. These skills are the Institutional Student Learning Outcomes for the College and are measured within all departments on campus to provide evidence that students possess the foundational knowledge and skills necessary to become successful health care professionals. Student assessment is essential to ensure that our programs meet professional standards and all national 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

Doctorate of Education in Interprofessional Leadership

Physical Therapist Assistant Program

Bachelor of Science in Physical Therapist Assistant

Community Health Program

Bachelor of Science in Community Health and certificates available in Gerontology, Human Services, Public Health and Women's Health

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General Studies Program

Associate of Science in General Studies

Psychology Program

Bachelor of Science in Psychology and certificates available in Psychology

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Medical Imaging

Bachelor of Science in Medical Imaging

Nursing Programs

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

Also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
10275 W. Higgins Rd., Suite 906 Rosemont, IL 60018-5603 **PH** 224.275.9130
http://coacrna.org

Healthcare Business Programs

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

Health Information Management Programs

- **Bachelor of Science in Healthcare Management**
- **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 Associates degree in Health Information Technology and Bachelor's degree 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
PH 312.233.1131

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)
3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085
PH 703.706.3245
Email: accreditation@apta.org
Website: www.capteonline.org

Radiography Program

Associate of Science in Radiography
Also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182
PH 312.704.5300 mail@jrcert.org

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

Continuing Education

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

Physical Therapy & Physical Therapist Assistant
For Physical Therapy and Physical Therapist Assistant continuing education activities, appropriate continuing education units are sought through the Nebraska Chapter American Physical Therapy Association.
PO Box 24133 Omaha, NE 68124
PH 402.260.5052

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

Board of Directors

Chair Matt Pospisil, MBA

Executive Committee

Levi Scheppers, MBA
Robert Howard
Dr. Aubray Orduna, Ed.D., MSN

Board Members

Michael Ash, M.D.

Steven Black, M.D.

Torri Criger, JD

Stephanie Daubert, MBA

Julie Jones, M.A.

Andreia Nebel, Ed.D., PT., DPT., FNAP

Mtr. Kim Roberts

Julie Sigmon, M.A.

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

Rt. Reverend J. Scott Barker (Advisor to the Board)

Clarkson College Faculty Senate Representative
Luke Sieburg

Clarkson College Staff Senate Representative
Makayla Rimer

Clarkson College Student Government Association Representative
Serena Wilson

Diversity

Diversity: Embracing the various ways in which people differ from one another-including unconscious differences of culture and life experiences, as well as age, race, disability, gender, ethnicity, sexual orientation, language, socioeconomic status, and religious belifs.

Equity: Treating all people fairly and with justice, without bias or favoritism to provide equal access to resources and opportunities.

Inclusion: Integrating and empowering all people, including those who are more likely to be marginalized or excluded due to disabilities, minority status, or other dimensions of diversity.

Belonging: Feeling comfortable, welcomed, accepted, and safe as a member of a particiular group or community.

Diversity, Equity, Inclusion, and Belonging Committee (DEIBC) Mission

The Diversity, Equity, Inclusion and Belonging Committee (DEIBC) brings an awareness of needs to guide the Clarkson College community for the ongoing development of a culture where all people feel safe, empowered, and supported to carry out the mission and live the values of Clarkson College.

Contact

Diversity, Equity, Belonging, and Inclusion Committee (DEIBC)
Diversity@clarksoncollege.edu

All diversity, equity, inclusion, and belonging efforts are implemented in accordance with applicable federal and state laws and regulations. Clarkson College is committed to fostering a respectful and inclusive environment while upholding the principles of equal opportunity and non-discrimination.

Facilities

Main Building - 101 S. 42nd Street

This building has 6 levels plus a lower level.

The lower level (LL) houses a full energized laboratory and classroom for the Radiography and Medical Imaging programs as well as an additional science lab.

The first floor lobby of Main Building is the hub for the College. The Enrollment Department, Academic Advisors, Registrar, Financial Aid, Academic Support Services and Student Accounts are housed in this suite. This location provides centralization of student services and information to students and visitors.

The second floor of the Main Building houses the Library, Professional Development classroom, and the 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 currently is the J.W. Upright Success Center, which caters to the study, tutoring and counseling needs of students. Professional Development provides nurse aide, life support and non-credit classes for the community.

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 PTA lab traditionally housed on the 2nd floor will be temporarily moved to the 3rd floor during construction of the main building during 2025/2026.

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 the Clarkson College Interactive Learning Center (ILC) offering an anatomage tables for interactive learning. The 3D printing lab will be temporarily moved to the Lower Level during construction of the main building during 2025/2026.

The fourth floor of the Main Building houses the Interprofessional Simulation 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 director 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 presidents, 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 Professional Development, and Human Resources.

Student Center and Howard Hall Auditorium - 104 S. 41st Street

The first level of the Student Center houses The Landing where refreshments and snacks can be enjoyed and College branded logo items are available for purchase. In addition, student resident mailboxes as well as the BLS classroom are located on the floor.

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.

The Student Center connects directly to the Residence Hall.

Residence Hall - 120 S. 41st Street

The residence hall houses our on-campus residents year round.

The Clarkson Commons and Education Center

This building is connected to the main building through a 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 Academic Travel Abroad (ATA) program, Service and Communications are housed on the second floor as well. A student lactation room is available on the second floor and accessible at all times.

NEW **Welcome Center - 115 S. 42nd Street**

Under construction for the 2025/2026 academic year.

Safety & Security

- Campus Security
- Classroom Lock-Down Instructions
- Armed Intruder
- Fire Safety
- Incident Reporting
- Inclement Weather
- Tornado Evacuation Procedures
- 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. Information is provided each year 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.

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.

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 Are 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. A RAVE Alert notification will be sent to everyone who has registered to receive messages.
3. An email will be sent to everyone by public safety.

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 send out Rave Alerts in the even of a tornado watch or warning.

Tornado Watch

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

1. Alerts will be sent out via the RAVE ap for emergency weather. Notify others around you if they have not received an alert that you will need to take shelter.
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.

RAVE Alert Notification System

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

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)

Clarkson College and campus security can issue an immediate notification to everyone who is registered. All students are automatically registered into the RAVE Alert system upon acceptance into Clarkson College.

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 Laboratories

There are two general education science labs on campus that accomodate courses for the areas of biology, microbiology, anatomy, physiology, chemistry, biochemistry and physics.

The Mary Balkan Science Lab is located on the second floor while the second science lab is located on the ground floor. These labs allow students to gain valuable, hands-on experience with a variety of subject matter supporting all undergraduate programs at Clarkson College.

Labs

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 facilty 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 open lab hours are posted to allow students to complete additional practice.

Radiography Energized Skills Lab

The Radiography Lab suite contains a classroom; two x-ray rooms, one of which is energized. The energized x-ray room is lead-shielded and the viewing window is constructed of leaded glass for student safety. Two methods of image acquisition are offered to include CR and DR capabilities. Completing the digital imaging chain is a quality control workstation and PACS workstation for image manipulation and storage. Two energized portable x-ray machines and C-arm are also located within the suite to facilitate student learning.

Nurse Aide Skills Lab

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. Each of the 35 apartments has controlled entry. The Residence Hall, which houses up to 140 students, also offers free laundry facilities, group study areas and wireless Internet for its residents. Each apartment is also set up for Internet in each bedroom and living room. Our Resident Assistants (RAs) and onsite Resident Hall Coordinator (RHC) encourage student involvement through activities and assist the on-campus residents in a living and learning environment.

Website

The website for Clarkson College is located at ClarksonCollege.edu. The website contains detailed information about programs and courses offered by the College and online academic catalog as well as admission requirements, applications, forms, directories and contact information. Other features include: calendar of events, link access to Canvas (Learning Management System), MyCC, 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

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. See the Facilities website for approved locations.

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

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

Procedure:

1) The student will initiate the process for requesting accommodations by contacting accommodations@clarksoncollege.edu or the Accommodations Coordinator at 402-552-6285. 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:

1. Evidence that the evaluator has appropriate credentials, training, relevant experience, and no personal relationship to the individual being evaluated.
2. A clear current diagnostic statement identifying the disability.
3. A description of the diagnostic methodology used, such as procedures, tests, and administration dates, should include a clinical narrative, observation, or specific results.
4. 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.
5. A description of the expected progression of the current treatment and the prognosis and/or stability of the disability.
6. Recommendations for accommodations and/or auxiliary aids with rationale. Clarkson College is not obligated to adopt recommendations made by outside parties, although they will be considered when 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. Please note that once all the required documentation is received, the Accommodations Office will have up to fourteen (14) business days* to review the request and, if approved, provide the student with a statement of eligibility letter.

2) Once adequate documentation is received for ***academic*** accommodations, the Accommodations Coordinator will determine if the student is eligible for academic accommodations and, if so, which accommodations are approved. If necessary, before the approval of accommodations, the Accommodations Coordinator will consult with the faculty member(s) of the academic program/course 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.

Implementation

3) Once adequate documentation is received for ***clinical*** accommodations, the Accommodations Coordinator will determine if the student is eligible for clinical accommodations and, if so, which accommodations are approved. The Accommodations Coordinator will consult with the Program Director and clinical faculty member(s) for the course the student is enrolled/intending to enroll in to determine if there is any question as to whether an 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, and clinical site.

4) The Accommodations Coordinator will meet with the student, in person or virtually, to discuss whether he/she has been deemed eligible for accommodations and, if so, which accommodations are approved.

1. If the student has been deemed eligible for ***academic*** accommodations, the Accommodations Coordinator will review the Statement of Eligibility (“SOE”) form with the student to ensure the student understands both the faculty and student responsibilities related to the student’s accommodations.
2. If the student has been deemed eligible for ***clinical*** accommodations, the student will work with the Program Director and/or the clinical faculty member(s) for the course to coordinate with the clinical site regarding the approved accommodations.
3. If the Accommodations Coordinator deems the student ineligible, he or she will communicate the rejection in writing to the student. The student may appeal this decision with the Accommodations Coordinator. The appeal process is as follows:
    - The student must submit a Petition to Appeal an Accommodations Decision Form to the Accommodations Coordinator within five (5) business days* of receipt of the denial of Accommodations. The form is attached below in Appendix A.
    - Within five (5) business days*, the Accommodations Committee will convene to review the Petition to Appeal an Accommodations Decision. 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 Enrollment and Retention, the Vice President of Academic Affairs, and a Student Support representative.
    - 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 notify the student of the Accommodations Committee's decision within five (5) business days*. The Accommodations Committee’s decision is final.

5) It is the student’s responsibility to initiate communication with their faculty regarding accommodations in the classroom. The student will be responsible for presenting their SOE letter to their appropriate faculty no later than the first week of classes. If the student changes their schedule, the student must notify the Accommodations Coordinator of said changes. If eligibility is determined after the start of the semester, faculty must be notified by the student within two (2) business days* after receipt of their SOE.

6)Faculty are required to meet with the student, either in person, by phone, or virtually, to review the approved accommodations.

7) If there are approved accommodations that may require additional academic preparation (e.g., captioning), the student will notify the appropriate faculty member within a minimum of fourteen (14) business days* to allow for adequate time for said preparation.

8)Once accommodations are approved, upon registration of classes each semester, the Accommodations Coordinator will email the student to verify if they wish to continue with their approved accommodations. If the student elects to continue receiving accommodations, the Accommodations Coordinator will email an updated SOE to the student, the Testing Center (if applicable), and the Program Director.

9)It is the student’s responsibility to communicate with the Accommodations Coordinator any requests for changes in and/or discontinuation of accommodations.

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. 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 internships 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 or the IT Help Desk at 402.552.3911, and they can replace it for a 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 Pauline Laughlin at 402.552.6298, Jade Liles at 402-552-2587, Erika Plummer at 402-552-3595 or May-Lissa Valentin at 402-559-1362 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 uses PaperCut. 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)

Library

Hours: Monday–Friday from 8 a.m.–4 p.m.
Library is accessible 24/7 by use of your student id/badge. Night and weekend questions will be returned within 48 hours.
Location: Second floor, main building
Phone: 402.552.3387
Email: library@clarksoncollege.edu

How do I login to my PaperCut account?

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

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

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

How do I purchase additional credits for printing on campus?

Additional credits may be purchased during business hours in the Library. For questions, call Student Accounts at 402.552.6188.

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

1. Visit the Current Student section.
2. Click the Make a Payment link.
3. Click View Details next to the Paper Cut card option from the selection provided.
4. Fill in Student Name and click Add to Basket.
5. Click Checkout.

6. Enter credit card information in pop-up window (If you have a pop-up blocker on, select “always allow pop-ups from this website” then click “retry”)
7. Click Continue to Checkout
8. Either email receipt to Library@clarksoncollege.edu, or have the receipt on hand when you come to get the card.
9. Pick up Paper-Cut card in the Library, located on the second floor of the main College building

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

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

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

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

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

Refunds will not be issued for unused credits.

Do you have additional questions?

Call the Clarkson College Help Desk at 402.552.3911.

Copy Machines

Copy machines for student use are located in the library, 3rd floor (black and white copies only), and the Clarkson Commons and Education Center.

Student Center Mailboxes

All residential Clarkson College students receive a mailbox, located in the Student Center first level. The Residence Hall Coordinator 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/student-life/health-safety/health-care-resources

Food and Merchandise

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

The **Micromarket** located on the 2nd 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 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.

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)

Policy:

Students at Clarkson College are expected to be honest and forthright in their academic endeavors. The mission of Clarkson College includes the expectation of high standards in ethical behavior as well as in scholarship. Academic integrity is an integral component of Clarkson College's mission and values. Clarkson 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 that 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 that 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, 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.
    g. Unauthorized use of advanced automated tools, such as artificial intelligence or machine learning tools (e.g. ChatGPT) on assignments without explicit approval from the course instructor.
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 not written by the student, including material from an online source, papers written by another person, or buying a paper from a commercial source.
    d. Submitting, without prior permission, academic work 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.

Procedure:

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 academic integrity in their classrooms and explain how Clarkson 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, Clarkson 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

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 (See Attachment A). The burden of proof rests with the faculty.

Step 2: Faculty contacts the student regarding the alleged violation of 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 faculty's discretion. Faculty informs the 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 before the deadline or return the form with a signature within one (1) business day *, the standing decision is final.

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

- Program director and Academic Advisor - Academic Integrity Conference Form with supporting evidence and sanction letter from VPAA
- Registrar - Sanction letter from VPAA
- Student - Sanction letter from VPAA

Step 6: The VPAA will maintain a record of student violations of 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 Clarkson 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 the faculty's decision post-violation, which will align with the Results section of the Academic Integrity Conference Form (Attachment A). Note that, in the event of an overturned violation due to appeal, a grade change form must be submitted within one (1) 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 VPAA will send a letter to the student informing them of the Academic Integrity violation and possible consequences of future violations of 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 VPAA will send a letter to the student informing them of the Academic Integrity violation and possible consequences of future violations of the policy. The VPAA will notify the Registrar.
- The student is placed on Academic Integrity Probation.
    - A student is placed on Academic Integrity Probation.
        - A student is placed on Academic Integrity Probation for their second violation to the Acdemic 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 Clarkson College

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

Due Process

Academic integrity issues should be resolved at the lowest level possible. However, when a student disagrees with a faculty member regarding 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 Appeals Committee‘s purpose is to serve as an appellate board. The membership of the Academic Integrity Appeals Committee will consist of the following: the Vice President of Academic Affairs (VPAA) and the Vice President of Enrollment and Retention (VPER) will be the co-chairs and non-voting members of the Academic Integrity Appeals 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 Appeals Committee. The co-chairs convene administration, faculty, and students who are deemed to not have any conflicts of interest with regard to any part of the dispute. Members of the Academic Integrity Appeals 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 of employment;
- Three (3) students selected by Student Senate (STS) who are enrolled outside the student's major or minor and who have earned at least 24 semester hours at Clarkson College
    - If STS is unable to select students within a timely manner, the VPAA or VPER will request assistance from program directors to help recruit students.

Committee Procedures:

- Once the committee is convened, the co-chair will provide all evidence submitted by the respective faculty member and student.
- 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.
- Attachment B outlines the meeting guidelines

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

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

Attachment A: Academic Integrity Conference Form, to be completed by both the student and instructor

Attachment B: Academic Remediation Form: (Internal use only)

Academic Probation (Policy AA-20)

Policy:

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 twelve (12) hours of credit at Clarkson College will be placed on Academic Probation for a period not to

exceed one (1) 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 (1) 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:

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

Academic Travel Abroad Release (Policy SW-11)

Policy:

All students participating in a Clarkson College-sponsored Academic Travel Abroad (ATA) trip will be required to complete and sign an online Acknowledgement & Release Form, Code of Conduct, Photo Release, and Emergency Contact form.

Procedure:

All required documents must be completed for each ATA trip.

Acknowledgment and Release, Code of Conduct, Photo Release, and Emergency Contact Forms:

https://clarksoncollege.wufoo.com/forms/academic-traveler-form/

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)

Policy:

Students, faculty, and employees of Clarkson College have access to most facilities on campus. However, certain areas of campus are accessible only to those requiring access. Clarkson College allows after-hour access to campus facilities for individuals

assigned a key card. Clarkson College has a Residence Hall with access only for residential students on floors 2-4 and assigned personnel.

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.

Key Card Access:

The Main Building, South Building, Student Center, and Clarkson College Commons and Education Center are **secured** at all times with access to students, staff, and faculty with key card access.

- The Residence Hall floors 2-4 are **secured** at all times and only accessible by residential students and assigned personnel.
- Specific floors, departments, and classrooms have card key access. Each access point may have individual hours, varying 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 with record keeping in the Facilities department.
- Residential students are assigned keys to their suite and bedroom.
- Master keys are assigned to Executive Leadership Council members, Facilities personnel and limited positions identified as needed based on job responsibilities. If a Master Key is required for specific purpose, it may be checked out through the Facilities department.

Security Considerations Used in the Maintenance of the Campus:

- All key cards and keys are inventoried annually by the Facilities department.
- The key card system is monitored during business hours to ensure safety.
- A safety and security walkthrough is conducted twice a year by students and staff to access any areas of concern. Any problem areas are assessed and responded to promptly.

Trespassing on Campus: Persons Not Authorized in Non-Public Areas of College Buildings

The areas of Clarkson College faculty, staff, administrative offices, and the Clarkson College Residence Hall used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on Clarkson College property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat. § 28-520 or § 28-521.

Visitors and guests are expected to conduct themselves in a proper and lawful manner while on Clarkson College property, and failure to do so may result in imposition of personal restrictions relating to their presence on Clarkson College property. Specifically, the right of a visitor or guest to be present on Clarkson College property will be restricted when the visitor or guest has disrupted normal services or has harmed or threatened to harm a member of the student body, faculty or staff. The right of a visitor or guest to be on Clarkson College property will also be restricted when the visitor or guest has damaged or poses a risk of damage or loss to Clarkson College property or to the property of others located on Clarkson College property.

Ban and Bar Notices

Clarkson College Facilities working with UNMC Public Safety (law enforcement or security personnel) may issue written notices to any person who has been contacted or observed on Clarkson College property while engaged in any unlawful or unauthorized activity banning and barring such person from Clarkson College property, except as may be specifically authorized in such notice. Violation of any such notice will be deemed to be trespassing on Clarkson College property, and the offending party may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat. § 28-520 or § 28-521. The term “unlawful or unauthorized activity” shall mean any conduct, act or omission by any person that is in violation of (i) any law, rule, regulation or order of the State of Nebraska or the United States, or (ii) any policy, rule or regulation of the Clarkson College of Nebraska.

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

Policy:

Clarkson College values the multiple enrichment experiences students participate in while enrolled in classes, school organizations, or Clarkson College-related student employment or scholarship programs. Students participating in Clarkson College-related activities are required to sign an Activities Acknowledgement & Release Form during the registration process and then annually each fall semester.
Students are expected to secure their own transportation to and from activities. They are not allowed to transport any outside parties (e.g., clients, patients, or any individual they are working with) while participating in Clarkson College-related activities. Employees are advised not to transport students. In the event that a Clarkson College-related activity requires an employee to transport students, Clarkson College will provide transportation via a rental vehicle.

Procedure:

1. Students will complete the Activities Acknowledgement & Release Form upon admission and annually each fall semester via electronic form.
2. The Registrar’s Office will collect and monitor the completed forms.
3. Students will not be able to register for future semesters' classes until they submit the Activities Acknowledgement & Release Form.

Admissions (Policy AD-1, AD-2, and AD-11)

Director of Enrollment & Advising: Jennifer Wilson

Enrollment and Advising Office
101 South 42nd Street Omaha, NE 68131-2739
PH 402.552.3100
admissions@clarksoncollege.edu

Admission (Policy AD-1)

Clarkson College is selective, and meeting all criteria for admission does not guarantee admission. Qualified applicants are admitted without regard to national or ethnic origin, gender, age, marital status, religion, race, color, sexual orientation, creed, or disability in the administration of educational policies, financial aid, or other school-administered programs. The institution does not otherwise engage in aggressive or deceptive recruitment and/or enrollment tactics or conduct, such as may be defined and prohibited by federal regulations.

English Proficiency

Required of all applicants. Students must meet one of the following:

- Official TOEFL (Test of English as a Foreign Language) score (minimum of 80 total score on the TOEFL iBT, or minimum of 550 total score on the paper based TOEFL (PBT)).
- Official IELTS (The International English Language Testing System) total score of 6
- ACT English score of 18 or higher
- Graduation from an accredited US high school or equivalent (GED)
- Associate or higher-level degree from an accredited US 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
- Proof of graduation from an accredited US high school or equivalent

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 transcripts.

Undergraduate Application Materials Required for Degree-Seeking Students:

- Undergraduate Application for Admission and application fee (if applicable).
- Transcripts: Official transcripts are required from high school and all post-secondary institutions attended or are currently attending. Post-secondary

institutions include colleges and universities, professional, technical, and business schools regardless of whether credit was earned. Transcripts from all institutions outside the US must be official, translated through a third-party translation service, and credentialed. If a student holds a bachelor's degree or higher from an accredited post-secondary institution, the high school transcript may be waived. All transcripts from high school and post-secondary institutions will be evaluated to calculate credit hours, quality points, and GPAs.
- For programs with technical requirement standards, applicants must sign off on these with their ability to accomplish standards with or without reasonable accommodations. This is done within the application portal.

Additional admission requirements for the following programs:

- **Physical Therapist Assistant**
  - 2.5 Cumulative GPA for math and science courses.
  - Associate degree programs only – program-specific questions/essay.
  - BS PTA applicants must have graduated from a CAPTE-accredited program prior to starting the BS PTA program.
- **Radiography**
  - 2.5 Cumulative GPA for math and science courses
  - Program-specific questions/essay.
- **Medical Imaging**
  - Proof of current American Registry of Radiologic Technologists (ARRT) license/card
  - Currently enrolled Radiography Program students.
- **Community Health**
  - 2.5 Cumulative GPA for math and science courses for Pre-Health Professional track
  - Program-specific questions/essay
- **Traditional BSN**
  - 2.5 Cumulative GPA for math and science courses
- **LPN-BSN**
  - 2.5 Cumulative GPA for math and science courses
  - A current unencumbered LPN license in the US, its territories, or protectorates. The license must be effective in the state where clinical experiences will occur.
- **RN–BSN**
  - A current unencumbered state RN license (and APRN license, if applicable) in the US, its territories, or protectorates. The 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 (Undergraduate transcripts used for those pursuing a Master's or a BSN-DNP degree; graduate transcripts used for those pursuing a Post-Grad DNP or Ed.D degree)

Graduate Application Materials Required for Degree-Seeking Students:

- Graduate Application for Admission and application fee (is applicable).
- Official transcripts are required from all post-secondary institutions attended or currently attending, except the Post-Grad DNP and EdD options, which require Master's transcripts or above only. Post-secondary institutions include colleges and universities, professional, technical, and business schools regardless of whether credit was earned. Transcripts from all institutions outside the US must be official, translated to English, and credentialed.
    - **MHA options:** Baccalaureate degree or higher from a regionally accredited institution.
    - **MSN options:** Bachelor of Science in Nursing from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or Commission on Collegiate Nursing Education (CCNE).
    - **BSN to DNP options:** Bachelor of Science in Nursing from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or Commission on Collegiate Nursing Education (CCNE).
    - **Post Master's DNP:** Master of Science in Nursing or higher from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or Commission on Collegiate Nursing Education (CCNE).
    - **EdD options:** Master's degree or higher from a regionally accredited institution

- Complete a typed 2-3-page essay **OR** program-specific application questions/ essay.
- Current resume or curriculum vitae
- International Nurse Applicants are also required to submit documentation of the successful achievement of the Commission on Graduates of Foreign Nursing Schools (CGFNS) certification.

For programs with technical requirement standards, applicants must sign off on these with their ability to accomplish standards with or without reasonable accommodations. This is done within the application portal.

Additional admission requirements for the following programs:

- **Master of Science in Nursing**
    - A current unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. The license must be effective in the state where clinical or residency experiences will occur.
    - Two professional recommendations using the links provided in the application portal
- **BSN to DNP-Nurse Practitioner**

    - A current unencumbered RN license (and APRN license, if applicable) in the U.S., its territories, or protectorates. The license must be effective in the state where clinical or residency experiences will occur.
    - Two professional recommendations using the links provided in the application portal
- **Post-Master's DNP**
    - A current unencumbered RN and APRN license#in the US,#its territories, or protectorates. Licenses must be effective in the state where clinical or residency experiences will occur.
    - Two professional recommendations using the links provided in the application portal
    - **Prerequisite coursework**
        # Graduate-level Statistics (can also be taken within the first year of the program).
- **BSN to DNP-Nurse Anesthesia**
    - Minimum 3.0 GPA on a 4.0 scale for prerequisite coursework
    - One year of full-time critical care experience or its part-time equivalent
    - A current, unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. The license must be effective in the state where clinical experiences will occur.
    - **Required Application Materials**
        # Clinical Care Coordinator/Shift Supervisor reference
        # Nursing Unit Director/Manager reference
        # Critical Care Skills form
    - **Prerequisite coursework**
        # Scholarly Writing
        # Graduate-level Statistics
    - **Interview:** Required, if selected

Graduate and Undergraduate Certificate Seeking:

Applications are reviewed based on the following criteria:

- 2.5 Cumulative GPA on a 4.0 scale for undergraduate certificates and 3.0 Cumulative GPA on a 4.0 scale for graduate or post-graduate certificates
- Proof of graduation from an accredited US high school or equivalent
- For certificates with technical requirement standards, applicants must sign off on these with their ability to accomplish standards with or without reasonable accommodations. This is done within the application portal.

Additional admission requirements for the following programs:

- **Post-Baccalaureate Certificate in Health Information Administration**
    - Official transcripts are required from all post-secondary institutions attended or currently attending. All transcripts from post-secondary institutions will be evaluated to calculate credit hours, quality points, and GPAs.

- **Medical Imaging Certificates**
  - Proof of current American Registry of Radiologic Technologists (ARRT) certification and registry.
  - Currently enrolled radiography students.
- **Medical 3D Printing Specialist Certificate**
  - Proof of current American Registry of Radiologic Technologists (ARRT) certification and registry.
  - Currently enrolled radiography students.
  - Other health science professionals.
  - Engineers (biomedical, mechanical, etc.)
- **Post-Graduate Leadership Certificate**
  - Minimum of 3.0 Cumulative GPA on a 4.0 scale
  - Official transcripts are required from all post-secondary institutions attended or currently attending. All transcripts from post-secondary institutions will be evaluated to calculate credit hours, quality points, and GPAs.
- **Post-Graduate Healthcare Administration & Graduate Informatics Certificate**
  - Master's degree or higher from a regionally accredited institution for a post-graduate HCA certificate.
  - Official transcripts are required from all post-secondary institutions attended or currently attending. All transcripts from post-secondary institutions will be evaluated to calculate credit hours, quality points, and GPAs.
  - Current resume or curriculum vitae
  - Complete a typed 2-3-page essay OR program-specific application questions/ essay
- **Post-Graduate Nursing Certificate**
  - Minimum Graduate cumulative college 3.0 GPA on a 4.0 scale
  - Master of Science in Nursing or higher from a regionally accredited institution and from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), or Commission on Collegiate Nursing Education (CCNE).
  - Official transcripts are required from all post-secondary institutions attended or currently attending. All transcripts from post-secondary institutions will be evaluated to calculate credit hours, quality points, and GPAs.
  - A current unencumbered RN license (and APRN license, if applicable) in the US, its territories, or protectorates. The license must be effective in the state where clinical or residency experiences will occur.
  - Complete a typed 2-3-page essay OR program-specific application questions/ essay (EDD/MSN/DNP).
  - Current resume or curriculum vitae
  - Two professional recommendations using the links on the application portal

Non-Degree Seeking Students and Visiting Students:

Undergraduate Coursework

Proof of graduation from an accredited high school or equivalent.

Graduate Coursework

Documented completion of an appropriate undergraduate degree.

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 the AD-11 Conditional Acceptance and Recitation Requirements policy.

Admissions Request Form

The Admissions Request Form is the method by which an individual formally seeks answers to questions pertaining to their enrollment or seeks an exception to the admission policy. The form is completed by the Enrollment & Academic Advisor and approved/denied by the Director of Enrollment and Advising. The student will be notified by the Enrollment & Academic Advisor of the results within five (5) business days. The form can be used to request a waiver of supplemental admissions materials, including transcripts. Admission materials may be requested to be waived; however, admission requirements, like GPA or specific licensure, cannot be waived.

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. Students must be admitted one (1) month prior to the start of the term for processing. This form must be completed before the Advising and Registration Day.

Procedure:

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.

International Transcripts

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

- A student may choose from one of the following agencies to have transcripts evaluated:
  - World Education Services
  - International Education Research Foundation
  - Educational Credential Evaluators Inc.

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

Non-Degree Seeking Students & Visiting Students

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

Additional requirements include:

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

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

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.

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.

Conditional Acceptance and Recitation Requirements (Policy AD-11)

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

Procedure:

Undergraduate

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

- Students cannot complete more than fifteen (15) credit hours/semester.
- Students will be enrolled in the recitation course, as applicable, corresponding to the science and program course(s) they are enrolled in.
- Maintain at least a 2.0 Cumulative Grade Point Average at Clarkson College
- While on conditional status, students may only earn one (1) non-passing grade (D, F, WF, or NP) in a course. Per the AA-2 Progression Policy, students must retake that course for a grade.

Conditionally accepted students will be placed in a group within the Student Information System. The Registrar's Office will track all conditional-status undergraduate students at the end of each semester. The Program Director and Registrar's Office 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, students with conditional status may be removed from conditional status. Students who do not meet the requirements will be dismissed from the program of study.

Graduate

Graduate students admitted under conditional status will remain conditional for two (2) consecutive semesters and have completed at least six (6) hours of credit. During each semester of conditional status, the following requirements must be met:

- Maintain at least a 3.0 Cumulative Grade Point Average at Clarkson College.
- Will not have any of the following end-of-the-semester course grades "C," "D," "F," "WF," "NP" during conditional status.

The Registrar's Office will track all conditional-status graduate students at the end of each semester. The

Program Director and Registrar's Office 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, students on
conditional status may be removed from conditional status. Students who do not meet the
requirements will be academically dismissed from the program of study (Policy AA-24 Dismissal).

Recitation Status Procedure:

Traditional undergraduate students whose high school cumulative GPA falls below a 3.5 and
undergraduate transfer students whose previous college cumulative GPA falls below a 3.25 will be
required to take recitation courses for courses that offer them.
o Recitation courses are available for PTA 105, RAD 262, RAD 120, RAD 125, BIO, CHM, and PHY
courses.
o Advisors will add these courses to the student's course sequence plan and verify that they are
enrolled appropriately.

Re-Admission Applicants

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

Cooperative Programs

Bachelor of Science in Medical Imaging

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

For more information regarding cooperative programs, contact the Clarkson College Enrollment and Advising office.

Multiple Degrees

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

Non-Matriculated Student Record Retention

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

Application Deadlines & Start Dates

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

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

Application Deadlines for International Students

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

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

Advanced Standing Credit (Policy AA-47)

Policy:

Clarkson College recognizes that valid learning experiences are not restricted to the formal classroom. Many individuals attain college-equivalent knowledge and skills through a variety of means. The Advanced Standing Credit policy of Clarkson College awards college credit for non-traditional learning in cases where such credit is appropriate.

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. Advanced Standing credits will not apply to the residency requirements.

Procedure:

Methods of Earning Advanced Standing Credit

Students must contact their Academic Advisor and Course Director to request Advanced Standing Credit via the methods outlined below. The Course Director will review the steps needed to complete the advanced standing credit per the chosen method with the student.
The Registrar’s Office will record the credit when official transcripts, certifications, or advanced standing validation forms have been received. Students will be given appropriate course credits designated by a “P/NP” on the transcript.

1. Standardized Testing: (No Tuition or Fees Charged to Student):

Standardized tests that have demonstrated reliability and validity may be considered for Advanced Standing Credit, as determined by the Course Director and Registrar. These standardized tests may include:

- College Level Examination Program (CLEP) except for English Composition I or II, Core courses, and science courses that require a lab component.
- Advanced Placement (AP) Examinations (See Appendix A).
- Post Primary Certificate (American Registry of Radiologic Technologists ARRT)
- DANTES Subject Standardized Tests (DSST)
- Microsoft Office Specialist (MOS) Certification
- Health Information Management Certification(s)

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

Required: Official transcript and or required documentation provided by the student and processed by the Registrar.

2. Prior Learning Validation by Portfolio (50% Tuition Charged)

Individuals seeking a degree may have prior experiences that qualify them to receive course credit through the portfolio method. 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 Course 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 from the Course Director. All portfolios must be completed at least one semester prior to graduation.

Required: The Advanced Standing Registration Form is completed by the Course Director and submitted to the Registrar by the last date of registration for the semester. Upon completion of the course, the Advanced Standing Grade Validation Form will be completed by the Course Director and submitted to the Registrar.

3. Validation Credit by Transition Course completion (Tuition & Fees Charged for transition course)

Credit for prior learning may be granted for courses by validation via satisfactory completion of a transition course(s).

Each Academic Program will determine the transition course(s) and the maximum number of validation credits that may be granted through prior learning.

For example, undergraduate nursing students (LPN-BSN and RN-BSN options) will receive validation credit upon successful completion of the transition courses identified on the degree plan.

4. Credit by Internal Examination (50% Tuition Charged to Student)

Currently enrolled students may feel prepared to demonstrate that they have attained the knowledge and/or skills required through prior learning experience 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 through internal examination. Students must request and complete an internal examination with the course program director, no later than one semester prior to graduation. Students must complete the examination no later than the last day of registration for the semester to facilitate course enrollment if unsuccessful.

Required: The Advanced Standing Registration Form (Appendix C) is completed by the Course Director and submitted to the Registrar by the last date of registration for the semester. Upon completion of the exam, the Advanced Standing Grade Validation Form (Appendix D) will be completed by the Course Director and submitted to the Registrar.

5) Credit for previous work/life experience(s) (no tuition charged)

Students may receive college credit for work and life experiences, allowing them to leverage their real-world skills and knowledge. Common areas of life experience that may be eligible include professional work experience (years of employment, job responsibilities, and skills acquired), military service (military training and experience), and certifications and training (professional certifications, workshops, or non-college courses related to your field of study).

Students are required to meet with the Program Director to discuss and evaluate non-traditional learning experiences. To earn these credits, students typically need to provide documentation, such as resumes, licenses, or certifications, etc.

Required: Advanced Standing Grade Validation Form will be completed by the Program Director and submitted to the Registrar.

Appendix A: Advanced Placement (AP) Credit (see below)
Appendix B: Advanced Standing (AS) Course Registration Form - internal use only
Appendix C: Advanced Standing Request Form (Internal Exam) - internal use only

Appendix D: Advanced Standing Grade Validation Form - internal use only

Appendix A: Advanced Placement (AP) Credit

AP Exam	Required Score	Course Equivalent	Transfer Credits
AP Biology	4 or 5	BIO 110/BIO 110L	4
AP Calculus AB	4 or 5	MAT 140	4
AP Calculus BC	4 or 5	MAT 140	4
AP Chemistry	3, 4, or 5	CHM 110/CHM 110L	4
AP Chemistry	4 or 5	CHM 150/CHM 150L	4
AP English Language and Composition	4 or 5	ENG 101	3
AP Physics I	4 or 5	PHY 200/PHY 200L	4
AP Physics II	4 or 5	PHY 205/PHY 205L	4
AP Psychology	3, 4, or 5	PSY 101	3
AP Statistics	3, 4, or 5	MAT 310	3

AP Exam scores of 3 or higher for AP exams not listed in the table may count as transfer credits for elective courses. The Registrar and Course Director will determine the eligibility of AP Exams for elective transfer credit. Subject areas accepted and scores required are subject to change.

Articulation Agreements

Clarkson College creates articulation agreements, partnership letters of agreement, and memorandums of understanding according to College enrollment and academic programming strategic initiatives.

An **articulation agreement** is an officially signed document between Clarkson College and another accredited institution of higher education. The purpose of the articulation agreement is to better serve the educational growth of students and the economic development of the community through cooperative educational planning and optimal utilization of other post-secondary resources. It includes such things as; cooperative marketing, guaranteed admissions into online programs pending met requirements of admissions; priority admission points for on-campus programs; advising guides; etc. An

articulation agreement is not a transfer guide. Clarkson College will continue to accept and review transfer credit, as per the AA-52 Transfer Credit policy from all accredited institutions and create transfer guides on the public website for multiple schools.

A **partnership letter of agreement (PLA)** is an officially signed document between Clarkson College and outside constituents that expresses an agreed course of action and conditions under which Clarkson College will accept students, employees, spouses, or dependents for matriculation. The partnership letter of agreement outlines the expectations of Clarkson College and the other entity, including such things as co-branding events and requirements, a minimum number of annual student enrollment, tuition savings percentage, partnership verification forms, etc.

A **memorandum of understanding (MOU)** is a signed agreement between Clarkson College and another entity that outlines mutually accepted short-term expectations for the purposes of assisting student education (i.e., space usage, shared resources, etc.). The intended outcome of an MOU is to promote more efficient use of resources.

Assessment of Student Success Skills (Policy OG-23)

Policy:

The following student success skills, which serve as the institutional Student Learning Outcomes (iSLOs) for Clarkson 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 **professional behavior**.
5. Demonstrate the ability to respectfully interact within a **diverse society**.

CC.01 - 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.

CC.02 - 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.

CC.03 - Technology: The learner will demonstrate proficiency in using and producing materials in various software programs, including online technologies. Proficiency also includes the integration of technology in diverse modalities.

CC.04 - 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.

CC.05 - 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.

Procedure:

Clarkson College's Assessment Strategy involves Clarkson College-wide data collection from Academic Departments, Non-Academic Departments, and the Office of Institutional Effectiveness. Data collected from the Academic and Non-Academic Departments across all divisions 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 data sources (e.g., key performance indicators (KPIs), student surveys, student learning outcomes (course and co-curricular), learning management system data, and student information system data) to inform their decision-making for their departments. Data collected through the Office of Institutional Effectiveness are included in the Annual Assessment Report, which provides the blueprint for discussion on continuous improvement. Assessment retreats are held for the Leadership Council in the Fall and Spring semesters. Any proposed academic or student service-related needs, budget allocation for resources, or other recommendations for Clarkson College improvement are documented, reviewed in the Leadership Council, and shared at the Annual Strategic Planning Day, where the Clarkson College community can provide input.

This process allows formal assessment of Clarkson College students' academic achievement and continuous quality improvement in all areas of Clarkson College. This dynamic process requires continuous review and assessment reporting to make recommendations for improvement in the academic and non-academic departments. This Assessment Strategy focuses on academic excellence at all levels by strengthening the institutional assessment and academic offerings by program, examining educational effectiveness, and evaluating available resources to offer quality programming. This assessment strategy verifies the achievement of the five Clarkson College Student Success Skills (i.e., institutional Student Learning Outcomes) (CC.01 - communication, CC.02 - critical thinking, CC.03 - technology, CC.04 – professional behavior, and CC.05 - diversity) at the institutional, program, and course levels.

Auditing a Course (Policy AA-35)

Policy:

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 the 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.

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

Policy:

To comply with cprogram requirements, Health and Safety (SW-7 Health and Safety Requirements), background checks and drug screenings will be completed at the expense of the student.

Procedure:

Timing of the Background Check and Drug Screening

- Program requirements will determine the completion of a background check and/or drug screening.
- Students are provided instructions for the Clarkson College approved vendor to complete the background check and/or drug screening.
- Students must complete the required background check and/or drug screening prior to participation in degree or service experience.
- Students will not be allowed to progress in their course until the Program Director or designee reviews clearance documentation.
- Students must permit Clarkson College to review the results of the background check and/or drug screening to progress in their program by completing the Clinical FERPA Release. (Please contact the Registrar's office at 402.552.3033 or via email at registrar@clarksoncollege.edu).
- 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 student's expense.

Identification of Vendors

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

Allocation of the Cost

The student is responsible for the payment for any additional site-specific background check, drug screen, and all random drug screenings.

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, a 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. No special accommodation for alternative clinical placement will be made for the student.

Alert on Background Check/Drug Screen

Program Directors and/or designee have access to complete report details related to an alert on a background check and/or drug screen result. A Program Director and/or designee will counsel students with alerts on background checks to determine the outcome. Dilute negative drug screen results will require the student to repeat the drug screen. If the repeated drug screen has a dilute negative result, it will be the final result. Positive drug screen results will follow the steps referenced in the SW-15 Drug and Alcohol policy. This can be found in the Clarkson College Academic Catalog and Handbook. The College is not responsible for rectifying any inaccuracy in the student's background check.

Other Findings and Self-Reporting

Criminal activity while a student is enrolled at Clarkson College may result in disciplinary action, including dismissal, and will be addressed through the Clarkson College academic or disciplinary policies. The student must contact their Program Director and/or designee, and the Clinical Compliance Office within seventy-two (72) hours of any new charges against them involving criminal activity, including but not limited to theft, assault, and illegal drug/alcohol activity other than minor traffic violations, which could interfere with clinical placements or obtaining professional licensure.

Failure to Report or Falsification

Failure to submit a background check or report a new charge(s) may result in suspension from all classes, clinical rotations, etc. until clearance documentation is provided in accordance with respective College procedures. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the student's program and will be addressed through Clarkson College's academic and/or code of conduct policies.

Confidentiality of Records

A background check(s) and drug screening reports and all records pertaining to the results are considered confidential with restricted access.

Request for access to records and reports outside of the Clinical Compliance Office must be approved by the Program Director and/or designee, prior to granting access. Information in the reports/records will not be shared with facilities participating in the clinical/service/externship experiences unless a legitimate need is demonstrated. Background check reports and other submitted information are confidential and may only be reviewed by Clarkson College officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA).

Recordkeeping

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

Review Process

The Program Director and/or designee will review background check reports for significant findings and make case-by-case determinations dependent on the type of offense/event in relation to the educational program. The offense/event will be reviewed for when the offense/event occurred, how old the student was, and if it was a repeated offense showing a pattern or a single event, along with the degree of the offense/event. The adverse finding may result in denial of admission or dismissal from the program.

The Program Director and/or designee will meet with the student when the background check report includes significant findings and document or complete the Student Conference Form (internal use only). Documentation/Student Conference form will be filed in the secured vendor portal.

Bookstore Voucher (Policy SA-2)

Policy:

Students can charge books to their student account if their financial aid exceeds their tuition, fees, and room expenses.

Procedure:

Bookstore vouchers are obtained through the Student Accounts Office, and only the Student Accounts staff may approve the voucher.

Cancellation of Course (Policy AA-36)

Policy:

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 academic program director will complete and submit the Schedule of Classes Change Form to the Registrar's Office.

Change of Personal Information

Students who change their address, telephone number or any other pertinent information are required to update their information in MyCC. Clarkson College will not be responsible for the events that occur when students have not notified the College of an address change.

Name changes must be submitted and completed via the Change of Name form and include required documentation.

Change of Name form:

https://www.clarksoncollege.edu/assets/files/academics-files/NameChangeRequestForm.pdf

Change of Address:

Address changes occur in MyCC.

Clarkson College Behavioral Intervention Team (Policy SW-24)

Policy:

The goal of the Clarkson College Behavioral Intervention Team is to enable the College to intervene early and provide support and behavioral response to students displaying varying levels of disruptive, distressed, and disturbed behaviors. The Clarkson College Behavioral Intervention Team (BIT), after consulting appropriate resources both internally and externally, will have the authority to take appropriate actions for the safety of the College community.

A reporting mechanism has been established; the chair of BIT reviews all personal 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 the 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 to appropriate parties.

When appropriate, students may be required but not limited to complete educational workshops, counseling/treatment, temporary suspension, and/or expulsion. Any required outside treatment would be at the expense of the student.

Procedure:

- Any concerned individual who feels an individual is a threat to themselves and/or the community should immediately inform proper emergency services and their Director, or Vice President if the Director is not available.
- The team will collect pertinent information from as many sources as possible. If immediate action is needed, the VPER 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 the appropriate faculty/staff involved.

Membership of the team will consist of the BIT Chair, VPER, VPAA, Academic Compliance Coordinator, 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 three types of courses designed to provide the components of a well-rounded education. These include: 1) General Education courses; 2) Healthcare Core curriculum; and 3) 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.

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

Policy:

Members of the Clarkson College community include administration, faculty, staff, and students. Clarkson College students are members of the College community and citizens of the larger society. As citizens, they retain those rights, protections and guarantees of fair treatment, which are held by all citizens. In addition, Clarkson College students are subject to the reasonable and basic standards of the College regarding discipline and maintenance of an educational environment.
The purpose of the Clarkson College Student Code of Conduct is to foster a sense of accountability, trust, responsibility, and professionalism among students, faculty, and administration. Clarkson College's mission includes expecting high standards in ethical

and professional behavior and scholarship. The Code of Conduct is designed to assist in the personal and intellectual development of students as they work toward becoming healthcare 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. Clarkson College offers a variety of resources for students who desire personal or professional guidance through their Academic Advisor and 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 healthcare 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. Violating 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 model good citizenship as community members. 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:
    - furnishing false information to any ClarksonCollege official
    - forgery, alteration, or misuse of any Clarkson College document, record, blank letterhead, or instrument of identification
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other Clarkson College activities, including its public service functions on or off campus or other authorized non-College activities, when the act occurs on Clarkson 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 using electronic media).
4. Attempted or actual theft of and/or damage to property of Clarkson College or property of a member of the Clarkson 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 Clarkson College officials or law enforcement officers acting in the 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 Clarkson College premises or unauthorized entry to or use of Clarkson College premises.
8. Discrimination based on race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, gender, gender identity, gender stereotyping, veteran's status, or marital status.
9. Violating published Clarkson College policies, rules and/or regulations.
10. Violation of federal, state, or local law on Clarkson College premises, at Clarkson College-sponsored or supervised activities, or while representing Clarkson College off campus.
11. Use, possession, or distribution of illicit substances as outlined in Clarkson College Drug and Alcohol Policy, SW-15.
12. Public intoxication and/or the use, possession, or distribution of alcoholic beverages except as expressly permitted by law and by the Clarkson College Drug and Alcohol Policy, SW-15.
13. Possession of firearms, explosives, other weapons, illegal or hazardous materials, "any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors."i
14. Participation in a campus demonstration that disrupts the normal operations of the College and infringes on the rights of other members of the Clarkson 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. Obstructing the free flow of pedestrian or vehicular traffic on Clarkson College premises or at Clarkson 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 Clarkson College premises or at functions sponsored or participated in by Clarkson College.
17. Theft or other abuse of computer time, including but not limited to:
    - unauthorized entry into a file, to use, read, or change the contents or for any other purpose

- unauthorized transfer of a file
- unauthorized use of another individual’s identification or password
- use of computing facilities to interfere with the work of another student, faculty member, or Clarkson College official
- use of computing facilities to interfere with the normal operation of Clarkson College computing system
- use of computing facilities to send obscene or abusive messages
- any other violation of the Clarkson College computer use policy

*If Code of Conduct violations occur within two weeks of graduation, the VPER will design an appropriate due process timeline.
**Administration, faculty, and staff retain the right to have a student removed from Clarkson College premises (e.g., classroom, lab, office, etc.) if their behavior is disruptive or threatening to others.
***Please attach any additional documentation if applicable.

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 that demonstrates flagrant disregard for the College community. Clarkson 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 Clarkson 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 Clarkson College.
    - The student's conduct 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 reasonable modifications cannot eliminate such situations.
        - Such situations are detrimental to students and to the best interest of Clarkson College; therefore, Clarkson 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 non-discriminately, 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 ClarksonCollege; therefore, at the discretion of Clarkson College, the student may be required to leave residential housing and/or ClarksonCollege property, as well as cease attending classes or other

Clarkson 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. Clarkson 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, Clarkson 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, Clarkson College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the Clarkson College community. Clarkson College will cooperate fully with law enforcement and other agencies in enforcing 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 confidentiality guidelines in all matters pertaining to the issue.

1. Any member of the Clarkson College community (students, faculty, staff, etc.) 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 (See Attachment A). The conference form should be submitted within five business days (not including holidays or semester breaks) of when the event was identified to the program director.
    c. The program director contacts the student regarding the alleged violation of the Code of Conduct policy and schedules a meeting with the student 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. No disciplinary action will be taken if the student is found not responsible for violating the Code of Conduct policy.
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 Enrollment and Retention (VPER) and the BIT. The VPER and BIT are responsible for tracking and/or recommending 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 Clarkson College suspension/dismissal may be expunged from the student's confidential record after five years. Sanctions such as residence hall dismissal or Clarkson College suspension/dismissal may be expunged from the student's confidential record after five (5) years at the discretion of the BIT.

2. The VPER will review and track issues of code of conduct and report data and behavior trends to the Clarkson College community.
3. If the student fails to meet with the program director within the 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 VPER.**

*If Code of Conduct violations occur within two weeks of graduation, the VPER will design an appropriate due process timeline.
**Administration, faculty, and staff retain the right to have a student removed from Clarkson College premises (e.g., classroom, lab, office, etc.) if their behavior is disruptive or threatening to others.
***Please attach any additional documentation if applicable.

Sanctions and Remediation

In most cases, and as part of the educational process, students responsible for violating the Student Code of Conduct will receive some form of disciplinary/learning sanction(s). This policy outlines consequences for conduct violations based on the 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 the VPER and BIT will track documentation of the violation. Common examples of violations treated as more minor or typically receiving warnings include but are not limited to the following:

- violation of departmental policies (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 Clarkson College documents

Severe violations and associated sanctions

Severe violations are often referred to as terminable offenses; severe violations normally result in either suspension or separation from Clarkson 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 Clarkson College or Clarkson College-sponsored function
- destroying Clarkson College property
- possessing or distributing illegal drugs and/or substances at Clarkson College or Clarkson 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 the code of conduct, or working to seek out new perspectives on these issues in order to astutely develop a meaningful personal ethic.
- **Community-Focused Sanctions:** Students may be asked to complete sanctions focused on community development. 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 Clarkson 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 VPER. If the student fails to meet the above deadline for appealing a decision, the standing decision is final. The VPER will convene the Code of Conduct Committee to review the appeal within fourteen (14) business days (not to include holidays or semester breaks) of the request.

Code of Conduct Committee

The Code of Conduct Committee‘s purpose is to serve as an appellate board. The membership of the Code of Conduct Committee will consist of the following: the Vice President of Academic Affairs (VPAA) and the VPER 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 Clarkson College community for the Code of Conduct Committee. The co-chairs convene administration, student support staff, faculty, and students who are deemed not to have any conflicts of interest with regard 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 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 of employment
- One (1) student support staff selected by the Staff Senate President who does not have conflicts with the student (ex. Program advisor)
- 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, the co-chairs will provide all evidence submitted by the respective program director and student.
- 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
- A simple majority will decide the outcome.
- Attachment B outlines the meeting guidelines.

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 VPER will design an appropriate due process timeline.
**Administration, faculty, and staff retain the right to have a student removed from Clarkson College premises (e.g., classroom, lab, office, etc.) if their behavior is disruptive or threatening to others.
***Please attach any additional documentation if applicable.

Attachment A: Code of Conduct Conference Form

Attachment B:

Code of Conduct Committee & Appeal Meeting Guidelines

1. A co-chairs shall call the meeting to order.
2. Prior to distributing any materials, one of the co-chairs shall read verbatim the following announcement:
    - Meeting discussions are confidential and not to be discussed following the meeting's adjournment.
    - Committee members may take notes or write on the distributed materials.
    - No material may be removed from the meeting room.
    - No notes may be removed from the meeting room.
    - There is no presumption of guilt on the part of the student.
    - The standard of evidence used shall be "clear and convincing."
    - Committee members should ask themselves:
        - "Are the facts clear?"
        - "Is the evidence strong?"
        - "Am I convinced?"
3. A co-chair shall read the alleged violation.
4. A co-chair shall then distribute all materials to the committee members and provide the committee members ample time to read and comprehend the information.
5. The committee may discuss the evidence presented. The co-chairs cannot participate in any part of the discussion.
6. A co-chair shall collect all the distributed materials and any committee member notes that may have been taken.
7. A co-chair shall distribute prepared paper ballots and like writing utensils to the committee members for anonymous voting.
    - Substantiated: evidence supports the code of conduct charges
    - Unsubstantiated: evidence is not sufficient to support the code of conduct violation charges
8. The co-chairs shall collect the ballots, tabulate the results, and announce the committee's decision without stating the numerical vote count.
9. The co-chairs shall remind the committee members of the confidentiality of the committee meeting.
10. The co-chairs shall adjourn the meeting.

Copyright (Policy IT-4)

Policy:

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. Clarkson 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 the misuse of its technological resources. It is the individual's responsibility to prevent the infringement of others' rights and to clear reproduction rights and copyright restrictions when necessary.

Procedure:

Clarkson College acknowledges that federal law prohibits the duplication of copyrighted materials without the authorization of the copyright holder, except for specific exempt

purposes. Under the fair use doctrine, unauthorized reproduction of copyrighted materials is permissible for purposes such as criticism, comment, news reporting, teaching, scholarship, or research. These four factors outlined in the Federal Copyright Law must be analyzed:

1. the purpose and character of the use, including whether it is for a commercial purpose or nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. 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 on October 29, 2009, that all U.S. colleges and universities must address. The HEOA provisions regarding copyright violations from unauthorized file sharing on campus networks are categorized into three main requirements:

1. An annual disclosure to students describing copyright law and campus policies related to violating copyright law.
2. 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."
3. A plan to "offer alternatives to illegal downloading."

Clarkson College complies with the HEOA through the following measures:

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

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

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

Credit Hour Definition (Policy AA-55)

Policy:

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

Procedure:

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
- ENG 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.

Examples:

- BIO 211 Human Anatomy theory = 4 credit hours = 135 theory contact hours (3 credits) and 45 contact hours of lab (1 credit) per semester.
- BIO 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.

Examples:

- RAD 120L Exposures I lab = 1 credit hour = 15 hours of contact per semester
- RAD 110L Procedures I lab = 1 credit hour = 30 hours of contact per semester

C. Nurse Anesthesia Courses: One credit hour equals 15 contact hours per semester.

Example: ANA 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 the program:

A. Physical Therapist Assistant Program Clinical Courses: One credit hour equals 40 clinical hours per week.

Example: PTA 246 Clinical Practicum III = 6 credit hours = 240 clinical hours

B. Undergraduate Nursing Program Clinical Courses: One credit hour equals 45 clinical hours.

Example: NRS 126 Foundational Skills Clinical = 2 credits = 90 clinical hours

C. Graduate Nurse Education, Graduate Nursing Administration, & Health Care Business Professional Practice Experience (PPE) and Internship Courses: One credit hour equals 45 clinical hours.

Example: HIM 368 Professional Practice I = 2 credit hours = 90 clinical hours

D. Radiography Program Clinical Courses: One credit hour equals 56 clinical hours.

Example: RAD 265 Clinical Experience I = 4 credit hours = 224 clinical hours

E. Medical Imaging Program Clinical Courses: One credit hour equals 60 clinical hours.

Example: DMI 385 CT Externship = 3 credits = minimum of 180 contact hours

F. Community Health Fieldwork Course: One credit hour equals 45 fieldwork hours.

Example: CHL 400 Fieldwork = 2 credit hours = 90 fieldwork hours

G. Psychology Fieldwork Course: One credit hour equals 45 fieldwork hours.

Example: PSY 450 Fieldwork = 2 credit hours = 90 fieldwork hours

H. Nurse Practitioner Clinical Hours: Zero credit hours are dedicated to clinical hours; however, a minimum of 750 clock hours are required for the MSN and 975 clock hours BSN-DNP programs.

I. Nurse Anesthesia Program Clinical Courses: Twelve (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, averaging over four weeks.

J. Doctor of Nursing Hours: Zero credit hours are dedicated to DNP hours. A minimum of 350 professional practice hours are required for the program. Nurse Anesthesia students are required to accrue a minimum of 125 professional practice hours. All DNP students must complete a minimum of 1,100 professional practice hours (DNP Hours) to be eligible for graduation.

Crime Awareness & Campus Security (Policy SW-5)

Policy:

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

Procedure:

Students, faculty, staff, and employees are to report criminal actions and other emergencies occurring on campus to the UNMC Public Safety Department. 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. Clarkson 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 Progress Audit (Policy AA-5)

Policy:

The Degree Progress Audit is available in MyCC to track courses required for degree completion. The Degree Progress Audit 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.

The purpose of the Degree Progress Audit is to ensure the student has a plan and basis for monitoring their progress in completing all Clarkson College graduation requirements in a timely and effective way. Students can view their Degree Progress Audit at any time on MyCC.

Procedure:

After a student is accepted into a program, the Registrar's Office will complete a transfer credit evaluation. Transfer credits will be entered into the student information system and will be available to be viewed on MyCC. Each student will be assigned and meet with an Enrollment and Academic Advisor, who will assist the student in the completion of the Degree Progress Audit course requirements.

Dismissal (Policy AA-24)

Policy:

College Dismissal

College Dismissal refers to egregious actions that result in permanent expulsion from Clarkson College. Only the President may approve a student's dismissal from Clarkson College.

Academic Dismissal

Academic dismissal refers to expulsion from an academic program.

Behavioral Dismissal

Behavioral dismissal refers to expulsion from an academic program due to a code of conduct violation.

Procedure:

College Dismissal

When a student is dismissed from Clarkson 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 Clarkson College in the future.

Academic Dismissal

The individual is no longer permitted to continue within the currently enrolled degree program but can reapply to any Clarkson College academic program in the future.

Behavioral Dismissal

When a student is dismissed as the result of a Code of Conduct violation, a hold will be placed on the student record, indicating the student is not eligible for readmission, but no record will be placed on the student transcript. The individual is no longer permitted to be a student at Clarkson College and is not permitted to reapply to Clarkson College in the future.

Drug and Alcohol (Policy SW-15)

Policy:

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 and its implementing regulations in the Department of Education General Administrative Regulations (EDGAR), 34 C.F.R. Part 86 (Part 86), mandating that colleges and universities: 1) annually distribute specified drug and alcohol prevention information to students and employees (“annual notification”), and 2) conduct a biennial review of their drug and alcohol prevention programs.

Clarkson College strongly encourages members of the College community to participate in drug and alcohol abuse education, prevention, and treatment programs when appropriate. These programs help assure that Clarkson College complies with all applicable federal, state, and local statutes, regulations, and ordinances. More importantly, these programs provide members of the College community with useful and effective resources to avoid problems related to using alcoholic beverages and controlled substances.

Clarkson College does not accept responsibility for the conduct of individuals while they are off campus and not participating in a College activity; however, members of the College community may be held accountable for their conduct that could adversely affect the College or other members of the community. Likewise, the College realizes it cannot regulate the sale of alcoholic beverages by off-campus businesses. Nevertheless, the College may hold members of the College community accountable if they illegally use, obtain, or abuse alcohol in a manner that could adversely affect the College or other members of the community.

Procedure:

The following rules apply to members of the College community regarding drugs and alcohol:

- Any currently enrolled student may be required to complete a drug/alcohol test.
- The possession/use, sale, and/or sharing of alcohol or illegal drugs on campus property, at College sanctioned events, or while performing academic or work duties is strictly prohibited, as is being under the influence of alcohol, illegal drugs, or any product or substance that produces a psychoactive or mind/mood-altering effect that may adversely affect an individual’s judgment. For purposes of this

policy, “illegal drugs” are defined to include prescription drugs used in a manner inconsistent with the prescriber’s orders, over-the-counter drugs used in a manner inconsistent with the manufacturer’s directions, and cannabis or hemp products (including marijuana and other products containing THC, no matter the amount, such as laced gummies and Delta 8, 9, 10, etc.) whether “legal” or not.

- Clarkson College will cooperate fully with state and federal law enforcement officials in the enforcement administration of all state and federal laws pertaining to the possession, use, sale, and distribution of illicit substances.
- Possession by minors is a misdemeanor criminal violation of Neb. Rev. Statute 53-180.02 and is punishable by three (3) months imprisonment, a $500.00 fine, or both. All offenses regarding possession of drugs and/or alcohol will also be subject to the disciplinary procedures set forth by the College.
- The procurement of alcoholic beverages for minors violates College policy. The procurement of alcohol for minors is a misdemeanor criminal violation of Neb. Rev. Statute 53-180 and is punishable by a maximum of one-year imprisonment, a $1,000.00 fine, or both. All offenses regarding the procurement of alcohol for minors will also be subject to the disciplinary procedures set forth by the College.
- No alcohol shall be served at any event sponsored by the College or a recognized Clarkson College organization unless the alcohol is provided by a licensed, independent vendor to persons of legal age.
- No College organization will be permitted to use organizational funds for the purchase of alcohol.
- Guests are bound by this policy to the same extent as students and employees. Members of the College community and their guests will be held responsible for their behavior and any personal injury or property damage 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.
- There will be absolutely no posted advertisement for alcoholic beverages in any College publication, private or public area.
- The Vice President of Administrative Services, the Director of Facilities, the Residence Hall Coordinator, or any Student Services counselor may notify parents or law enforcement of violations. Notification to law enforcement must occur if it is reasonably believed the student is a danger to themselves or someone else or is in danger of jeopardizing their academic career.

Violation of the Student Welfare Drug and Alcohol Policy

The consequences of violating this policy will vary according to the circumstances surrounding the violation. Thus, each of the following categories of violations is set forth below.

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

Remedies for Student Welfare Drug and Alcohol Policy Violations

First Offense - If the student tests positive for alcohol, any illegal drug, or any product or substance in violation of College or clinic site policy, the student:

- Will be immediately administratively withdrawn from all laboratory/clinical/practicum courses but may be allowed to remain in theory classes (without co-requisite clinical courses) while undergoing required drug/alcohol treatment according to program requirements.
- Must meet with a College-approved counselor and successfully complete the prescribed treatment plan.
- Will be allowed to continue in current and enroll in future laboratory/clinical/ practicum courses, if the student is complying with their treatment plan and deemed as safe to return to clinical practice by a College-approved counselor
    1. College counselor will complete the Approval Form: Student Return to Course (Appendix A)
- Will be subject to random interval or scheduled interval drug/alcohol testing with or without reasonable cause, for as long as the student is enrolled 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 test history.
- May be administratively withdrawn from the College if the student does not comply with the treatment plan set forth by the College-approved counselor or refuses subsequent drug and/or alcohol testing or has a second positive drug test.

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

If a 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. (Appendix B, Prescribing Health Care Provider Report)
- The medication will be approved/disapproved by the counselor and/or College designee within three (3) business days after learning of the student's use of the prescribed medication.
- If the medication is not approved by the College designee, it will be viewed as a positive drug screen.
- The student will not be allowed to participate in a clinical setting until the proof of treatment process is completed.

Medical Amnesty

A Clarkson College student seeking emergency medical attention for themself 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 the authorities involved and complies with any required formal drug and alcohol evaluation and treatment recommendations. The 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 violate other 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 law 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 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. Amnesty is not provided for drug-related offenses.

On-Campus Testing

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

1. The faculty/staff will immediately notify UNMC Public Safety at (402) 559-5111 and the Program Director or designee with location information.
2. UNMC Public Safety will remove the student from the class/area, take them to a private setting on Clarkson College's 6th floor of the main building, and wait for further assessment.
3. UNMC Public Safety will contact ARCpoint Labs at 402-505-9191 to notify them of the site and contact person.
4. ARCpoint Labs will come directly to the site to complete the testing. Upon arrival, ARCpoint Labs will call the contact phone number for the student's location.
5. The faculty/staff will complete the checklist (Appendix C) for making a 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 a taxi service for the student (Appendix D). Taxi expenses will be the responsibility of the student.
7. The faculty/staff will discuss the checklist with the Program Director or designee within one business day.
8. The faculty/staff will also schedule a debriefing with the Vice President of Administrative Services/Vice President of Academic Affairs/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 to have tested positive.
10. The student will be billed and responsible for testing costs, including transportation.
11. The student will not be allowed to return to the clinical agency until the test results are confirmed.
12. If the student appears to be a threat to self or others:
    - Contact law enforcement immediately by calling 911.

Off-Campus Testing

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

1. Person/s who suspect the student is under the influence will remove the student from any 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 the clinical agency policy/procedure is to follow another process. Please consult in advance with the clinical agency to determine how to address the situation.

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 the person reporting the incident, clinical agency location (include full address for the clinical agency and department), student name and program.
3. The Program Director or designee will contact ARCpoint Labs at (402) 505-9191 and notify them of the site and contact person.
4. Upon arrival, ARCpoint Labs will call the contact phone number provided by the Program Director or designee for the student's location and follow onsite testing procedures.
    a. Note – If a site is located outside a 50-mile radius of the Omaha, Nebraska, metro area, ARCpoint Labs will exhaust all options to locate one of their 130+ national locations and/or a third-party testing site to administer an on-site test. However, if a site and/or tester is not available, the following steps must occur:
        - The Program Director or designee will contact law enforcement immediately by calling 911.
        - The Program Director or designee will contact the Vice President of Administrative Services.
        - The student will pay for all costs associated with the testing, including transportation costs, if applicable.
    b. The Program Director or designee will complete the Checklist (Appendix D) for Reasonable Cause Determination and submit this to the Vice President of Academic Affairs and Vice President of Administrative Services by the next business day.
    c. After testing, the person/s who suspect 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, a transportation service for the student will be arranged. Transportation expenses will be the responsibility of the student. Note – if transportation is unavailable to the student, the Program Director or designee will contact law enforcement immediately by calling 911.
    d. Students who refuse testing or fail to comply with any step in the processes above will be considered to have tested positive.
    e. The student will not be allowed to return to the clinical agency until the test results are confirmed.
        i. ARCpoint Labs will send a secure email of the testing results to the Clinical Compliance Office.
        ii. Clinical Compliance will notify the Program Director of the testing results for the next steps.
    f. If the student appears to be a threat to self or others:

- Contact law enforcement immediately by calling 911.

Drug testing on minors may need parental or guardian consent. If consent is not timely obtained, the minor student will be treated as though they tested positive.

Student confidentiality of all information will be maintained.

Email (Policy IT-1)

Policy:

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.

Clarkson College's Communications Department maintains a master list of email addresses 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

As governed by the IT-8 Data Backup Policy, the AFI Office365 backup solution will not be used for the recovery of individual user emails. Email backups are for disaster recovery purposes only. Microsoft, as a part of its Software-as-a-Service (SaaS) offering, manages the availability of Clarkson College email accounts. As of the latest revision of this policy, a 99.9% uptime is guaranteed for the service.

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

It is the responsibility of Clarkson College employees and students to preserve the 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 various 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 effectively on their last working 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 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 President, Vice President of Academic Affairs, or Registrar's Office.
- **Alumni** – students who have graduated from Clarkson College will keep their email privileges for one (1) academic year from the last term when they were registered. Alumni wishing to join the Alumni Association may apply for a Clarkson College Alumni Email account. This is a @clarksonalumni.net email account that is separate from employee/student accounts. The Alumni Association determines the expiration of these email accounts.

Personal Email Accounts

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 confident of the legitimacy of the nature of the message. If any doubt exists, the user should contact the Clarkson College IT Help Desk at HelpDesk@clarksoncollege.edu.

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

Policy:

Individuals should report all life-threatening emergencies by calling 911. Any other issues should be reported immediately to the University of Nebraska Medical Center (UNMC) Public Safety by calling 402-559-5111.

Procedure:

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

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

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

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

- Director of UNMC Public Safety
- President
- Vice President of Communications and Development
- 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 significant portion of the community will be affected by a situation, or when a situation threatens the campus's overall operation. 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 the amount of information to be disseminated at various points in time, based on the event.

Clarkson College has multiple methods of warning our College campus for any significant emergency, which include the following:

- College & Student All email groups
- Announcements over the PA system or fire alarm speakers
- RAVE alert notification system that will call, text and email all registered users
- Notices on public website, social media, and other media outlets.

The procedures will be based on the situation:

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

Emotional Support Animal (Policy SW-38)

Policy:

Aligned with the Fair Housing Amendments Act of 1988 and Section 504 of the Rehabilitation Act of 1973, Clarkson College (hereafter referred to as "College") recognizes the importance of Emotional Support Animals (ESA) in providing emotional support to individuals with disabilities. Clarkson College is committed to allowing

ESAs, when necessary, to provide individuals with documented 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 documented disability and the support the animal provides.

No ESA may be kept in College housing at any time before the student receives approval for an ESA. Any student who brings an animal into the residence hall without the requisite approval will be subject to penalties under Clarkson College's SW-18 Code of Conduct policy. Generally, the presence of only one ESA will be approved for a student 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.).

Procedure:

Definition of Emotional Support Animal

An ESA pertains to a category of animals that provides 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 task and does not always accompany a disabled person. Fair Housing regulations only apply to housing facilities; therefore, ESAs are not permitted in other areas of Clarkson College (e.g., libraries, academic buildings, student center, classrooms, labs, lobbies, etc.).

Guidelines and Requirements for ESA's

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

- The size of the animal is too large for available assigned housing space (according to the Animal Welfare Act Regulations).
- The animal's presence would force another individual from their assigned housing (e.g., serious allergies).
- The animal's presence otherwise violates individuals' right to a quiet living environment.
- The animal is not housebroken or is unable to live with others in a reasonable manner.
- The animal's vaccinations and licensing are 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 must ensure the animal is well cared for. Any evidence of mistreatment or abuse may result in the immediate removal of the animal and/or discipline for the owner. The owner must always be in full control of the ESA. 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, care, leashing, and other requirements for animals. It is the owner’s responsibility to know and understand these ordinances, laws, and regulations. Clarkson College has a right to require documentation of compliance with such ordinances, laws, and regulations, which may include a vaccination certificate. Clarkson College reserves the right to request documentation showing the animal has been licensed.

The owner must clean up after and properly dispose of the animal’s waste in a safe and sanitary manner. Clarkson 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 or legal guardian, not Clarkson College, 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. The student is strongly encouraged to maintain liability insurance coverage for the ESA in order to protect the student from the risk of significant legal and financial liability. The student will, in all cases, be held financially responsible for the actions of the ESA, including in any incident where the ESA causes bodily injury to another person, regardless of whether the ESA has obtained insurance coverage.

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

The owner may not leave an ESA overnight in student housing to be cared for by anyone 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, facilities, and/or residence hall staff are present in the residence. The owner must provide the name and contact information of a person willing and able to take the ESA in an emergency.

Visitors in Student Housing

Clarkson College's responsibility for ESAs applies only to currently enrolled students. All other personnel or individuals (e.g., guests) are not allowed to bring ESAs into residence halls. This includes day visits, overnight stays, or weekend visits.

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, Clarkson College requests that the student provide as much advanced notice as possible prior to the desired move-in date so that Clarkson 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 Student Release form.
- 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 the processing of a 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 the required documentation is received, the Accommodations Coordinator, on a case-by-case basis, will notify the Director of Student Life & Academic Success to convene a meeting with the Director of Facilities and Residence Hall Coordinator to review documentation, make a decision, and communicate with the appropriate members of the Clarkson College community. The ad hoc ESA Request Committee will comprise the Director of Student Life and Academic Success, the Residence Hall Coordinator, and the Director of Facilities. the Vice President of Enrollment and Retention and the Vice President of Administrative Services are prohibited from voting on 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, or federal agencies, and/or VA records).

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

- The student must submit a Petition to Appeal ESA Request Decision Form to the Accommodations Coordinator within five (5) business days of receipt of the denial of ESA Request. See Appendix B: Appeal Accommodations Decision Form.
- Within two (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 Enrollment and Retention, the Vice President of Administrative Services, a faculty member representative, and a Student Support representative. The Accommodations Coordinator will chair the committee, and the Accommodations Coordinator, Vice President of Administrative Services, and Vice President of Enrollment and Retention are considered non-voting members.
- Within five business days of receipt, the Accommodations 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 Accommodations Coordinator will subsequently notify the student of the decision of the Accommodations Committee.
- The decision of the Accommodations Appeal Committee is final.

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

Appendices:

- Appendix A: Clarkson College Emotional Support Animal Student Housing Agreement
- Appendix B: Student Request Form for ESA Accommodation in Student Housing
- Appendix C: Emotional Support Animal In Student Housing
- Appendix D: Roommate Acknowledgement
- Appendix E: Clarkson College Petition to Appeal Accommodations Decision
- Appendix F: Petition to Appeal Accommodations Decision - Appeal Meeting Guidelines

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

Policy:

The Family Education Rights and Privacy Act (FERPA) is a federal privacy law that gives students certain protections regarding their education records, including grades, transcripts, disciplinary records, contact and family information, accommodations, class schedules, and student health records (including immunizations). To protect the student's privacy, the law requires schools to ask for written consent before disclosing personally identifiable information to individuals other than the student. All students participating in a clinical learning experience must sign a consent form to release health and safety records to be shared with clinical agencies.

Clarkson College hereby designates the following student information as public or "Directory Information": name, address, telephone number, e-mail address, photograph, date of birth, place of birth, campus, major field of study, dates of attendance, grade level, enrollment status, participation in activities, degrees, honors and awards, and recent institution attended. The institution may disclose such information for any purpose at its discretion.

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

A student has the right to inspect all official Clarkson College records, files, and data directly related to them. Clarkson College maintains the following records for each student: application and general correspondence, evaluations, tests, and grades, reports of disciplinary infractions, health and attendance, financial aid, and student information in accordance with EC-2 Records Retention.
Clarkson College may release non-directory information to other persons only if the student completes the consent to release the requested information in MyCC, states the reason for such release, and names the person to whom the records should be sent. However, Clarkson College must comply with any judicial order or lawfully issued subpoena, provided that the student is notified of all orders in advance by Clarkson College. Examples include but are not limited to:

- Clarkson College officials have a legitimate educational interest.
- Parents of financially dependent students, dependent as defined in the Internal Revenue Code of 1954, Section 152.
- Officials connected with a student's application for or receipt of financial aid.
- Organizations conducting research for predictive tests under the conditions specified by law.
- Authorized representatives, such as lawfully designated local, state, and federal officials.
- Persons representing accreditation agencies in their official capacity as visitors.
- Third-party officials for audit or evaluation purposes, e.g., Joint Commission.
- Appropriate officials in cases of health and safety emergencies.

Information about students or former students will not be released without the student's consent, except in the cases stated in the Federal Act.#FERPA affords students certain rights regarding their educational records.

- **The right to inspect and review the student's education records within forty-five (45) days after the day Clarkson College receives a request for access.** A student should submit to the Registrar's Office 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 are inaccurate or misleading.** Students may ask to amend a record they believe is incorrect 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 to fulfill their professional responsibilities for Clarkson College.
- **The right to file a complaint with the U.S. Department of Education's Student Privacy Policy Office concerning alleged failures by 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, students will opt in via MyCC to specify which FERPA information is allowed to be shared. This will be completed during their first registration and advising appointment, but can be updated each semester through MyCC. General FERPA information will be emailed to all students, staff, and faculty at the beginning of each fall semester by the Registrar's Office. Without the student's consent, it is a violation of FERPA to disclose any non-directory information to a third party unless the information requested is needed to help resolve a health and safety emergency situation.
Any questions regarding FERPA should be directed to the Registrar's Office.

Forms Submission

Enrollment and Academic 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 EC-22)

Policy:

Clarkson College defends the right of free expression of ideas, including the right of peaceful assembly. Clarkson 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 students and employees. Although, these viewpoints may not always be agreed upon by all parties, Clarkson College seeks to protect a student's and employee's freedom of expression.

While Clarkson College strives to preserve a student's and employee'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 Clarkson College, Vice President of Communications and Development, 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 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 or other department handbooks (students and employees).
- Assembling, demonstration or speaking provided it does not interfere with the operations of Clarkson 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 first work to resolve the issue and then discuss with their department director or academic program director. If unresolved, the employee should notify Human Resources, and the student should notify the Vice President of Academic Affairs. The complaint will then be addressed through the appropriate policy.

Procedure:

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

Clarkson College encourages all its members to resolve concerns/issues by communicating with the individual(s) directly involved and being solution-focused. 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. For student situations that result in a code of conduct violation, the SW-18 Code of Conduct policy will be followed. For employee situations that result in a professional violation, the HR-7 Corrective Action (internal use only) policy will be followed. Confidentiality in communication of any concern/issue shall be limited to persons who need to know.

Academic Issues

- Employees) or student(s) directly involved.
- Program/Department Director
- Vice President of Academic Affairs (VPAA)

- Human Resources (employee) or Vice President of Enrollment and Retention (student)

Non-Academic Issues

- Employee(s) or Student(s) directly involved.
- Program/Department Director or Vice President of Communications and Development
- Human Resources (employee) or Vice President of Enrollment and Retention (student)

Grade Change (Policy AA-37)

Policy:

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.

Procedure:

A permanently recorded grade may only be changed by a faculty member and/or Program Director within one (1) semester following the completion of the course.

A student request for review of a course grade must be initiated within one (1) semester following the completion of the course and submitted with a Petition for Reconsideration Form.

Grade Point Average (Policy AA-29)

Policy:

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 = Pass
NP = No Pass
AU = Audit
CR = Credit
NC = No Credit
I = Incomplete
IP = In Progress
W = Withdrawal
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 Enrollment and Academic Advisors within one week following the end of a semester. Midterm grade reports will be available to students one week following midterm week.

Graduation Eligibility (Policy AA-8)

Policy:

Students are responsible for initiating the action to conclude their college degree work by completing the Clarkson College Graduating Student Diploma Audit 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.

Procedure:

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

- No later than the 10th week of the Fall or Spring Semester or
- 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 the diploma audit. The audit is emailed to the student and their academic advisor and/or program director is copied.
The Registrar's Office will not send information or 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 coursework and program requirements and when all academic obligations have been met.
Students who are not passing their required courses five (5) business days prior to the last day of the semester may not be eligible to participate in the August commencement ceremony. Students will be notified by their Program Director.

Health and Safety Requirements (Policy SW-7)

Policy:

Clarkson College students, at their own expense (non-refundable), may be required to complete and follow certain health and safety requirements according to individual program needs.

Procedure:

When out of health and safety compliance, students will not be allowed to attend clinical. They may also be prohibited from access to a class, registration, or other programmatic limitations. 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 receive specific instructions for their health and safety requirements for their academic program.

Health and safety requirements are subject to immediate change(s) to maintain compliance with all state and federal requirements.

Health & Safety Information:

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

Identification Badge (Policy SS-10)

Policy:

An identification badge is issued to all on campus Clarkson College students. Students in online programs will be issued an identification badge if requested.

Procedure:

The indentification badge can be used to obtain a parking permit, as identification in patient care areas, to write a check, have a test proctored, 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)

Policy:

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)

Policy:

Independent Study refers to courses focused on 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)

Policy:

Clarkson College has adopted the following Information Security Policy (as a measure to protect the confidentiality, integrity, and availability of institutional data as well as any information systems that store, process, or transmit institutional data. Clarkson College has a critical duty to comply with information security laws, regulations, and requirements to protect the data of its constituents.

Procedure:

Scope

This policy applies to all faculty, staff, and third-party Agents of Clarkson College and any other Clarkson College affiliate, including student workers authorized to access or manage institutional data.

Maintenance:

Clarkson College's Information Security Team will review this policy annually or as appropriate based on changes in technology or regulatory requirements.

Enforcement:

Violations of this policy may result in suspension or loss of the violator's use privileges concerning institutional data and Clarkson College-owned information systems. Additional administrative sanctions may apply up to and including termination of employment or contractor status with Clarkson College. Civil, criminal, and equitable remedies may apply.

Exceptions:

Exceptions to this policy must be approved by the Information Security Team and formally documented. Policy exceptions will be reviewed periodically for appropriateness.

Definitions

Agent: for the purpose of this policy, an agent is defined as any third party that has been contracted by Clarkson College to provide a set of services and who stores, processes, or transmits institutional data as part of those services.

Information System: is defined as any electronic system that stores, processes, or transmits information.

Institutional Data: is defined as any data owned or licensed by Clarkson College.

Policies

01	Throughout its lifecycle, all institutional data shall be protected in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the Information Security Team, taking into account the level of sensitivity, value, and criticality that the institutional data holds for Clarkson College.
02	Any information system that stores, processes, or transmits institutional data must be secured in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the Information Security Team, taking into account the level of sensitivity, value, and criticality that the institutional data holds for Clarkson College.
03	Individuals authorized to access institutional data shall adhere to the roles and responsibilities defined in the documentation, as approved and maintained by the Information Security Team.

International Admissions & Transcripts (Policy AD-2)

Policy:

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. Students must be admitted one (1) month prior to the start of the term for processing. This form is built into the customer relations management (CRM) application checklist.

Procedure:

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.

International Transcripts

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

- A student may choose from one of the following agencies to have transcripts evaluated:
  - World Education Services
  - International Education Research Foundation
  - 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.

Issuing Timely Warnings (Policy SW-32)

Policy:

In the event a situation arises, either on or off campus, that in the judgment of the University of Nebraska Medical Center (UNMC) Public Safety or Clarkson College campus authority constitutes an ongoing or continuing threat, a campus-wide “timely warning” will be issued.

Procedure:

Campus authorities who are responsible for carrying out or authorizing the issuing of a “Timely
Warning” are:

› Director of UNMC Public Safety
› President
› Vice President of Communications and Development
› Director of Facilities

Factors for issuing a timely warning are:

› The nature of the crime.
› The continuing danger to the campus community.
› The possible risk of compromising law enforcement efforts.

Warnings generally include:

› The nature of the threat.
› Source of the information.
› Suggested precautions to be taken.

The method of warnings:

› Campus email system
› PA System/Fire Alarm Speakers
› RAVE Alert Notification System
› Social Media

Computing Policy (Policy IT-2)

Policy:

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)

Policy:

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 that the student has remained in academic attendance through a specified point in time. Clarkson College is classified as an institution that requires attendance to be taken throughout the semester. The last attendance date is the unofficial withdrawal date for federal funding. The Financial Aid and Scholarships Office will monitor the attendance of federal funding recipients weekly and notify the student via email after two (2) consecutive missed class periods. A return to Title IV fund calculation will be performed if the student does not return to class within five (5) business days (not including holidays or breaks). Any unearned federal aid must be returned to the Department of Education within forty-five (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 must adhere to attendance protocols. 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, all appropriate Clarkson College parties should be notified.

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

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 the institution assigns
- Participating in an online discussion about academic matters
- Initiating contact with the course faculty to ask a question about the academic subject studied in the course.

Activities, where a student may be present but not academically engaged, include:

- Living in institutional housing
- Logging into an online class without active participation
- Participating in academic counseling or advisement

STUDENT ATTENDANCE PROCEDURES

1. Faculty are expected to inform students of Clarkson College attendance policies in writing 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 attendance via MyCC weekly.
4. The Registrar's Office will monitor attendance. After two (2) consecutive missed class periods for all registered classes, students will receive an email notification. The email will include specific classes missed and 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, possible administrative withdrawal/dismissal from the program, and return of federal funds.
5. The Instructor, Program Director(s), Course Program Director, and Academic Advisor will be copied on the email sent by the Registrar's Office to the student.
6. The Registrar's Office will communicate with the Department of Financial Aid and Scholarship any student out of compliance with the attendance policy. For students receiving federal funding, if the student does not return to class within five (5) business days (not including holidays or breaks) after missing two (2) consecutive class periods, an R2T4 calculation will be performed. Any unearned Title IV aid will be returned to the Department of Education within forty-five (45) days of the last date of attendance.
7. The Program Director or Academic Advisor will attempt to email or call the student after the class non-attendance notification is sent. If no communication is returned and there are concerns about the student's well-being, the Program Director or Academic Advisor may initiate a well-check on the student and will follow the SW-34 Missing Student policy. No academic information will be shared with the contact outside of FERPA guidelines.

Law Enforcement on Campus (Policy SW-33)

Policy:

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

Procedure:

The UNMC Public Safety Department consists of both armed and unarmed officers. Officers undergo continuous on-the-job training to upgrade their skills. Officers conduct foot and vehicular patrols of the campus 24 hours a day to deter criminal acts. Unsafe conditions noted by UNMC Public Safety Officers during campus patrols are reported to Facilities.
On campus, the UNMC Public Safety Department enforces all UNMC Public Safety regulations. The UNMC Public Safety Department also works closely with the Omaha Police Department and various authorities, including county, state, and federal agencies.
Students, faculty, and staff members are encouraged to make accurate and prompt reports to the UNMC Public Safety Department and external law enforcement agencies. The department may assist students who choose to report offenses to other appropriate authorities.

Leave of Absence (Policy AA-30)

Policy:

A Leave of Absence (LOA) is a break from Clarkson College for a specified period of time. Permission for an active student to have an LOA requires the approval of the student's advisor or program director and the reason for the request on the Change of Registration form. According to 34 eCFR 668.22(d), the number of days for an approved leave of absence, when added to the number of days in all other approved leaves of absence, cannot exceed 180 days in any 12-month period. Therefore, an LOA at Clarkson College will be granted for one (1) semester. Any student on LOA who does not register for classes the following semester will be automatically withdrawn from Clarkson College and subject to the AD-10 Readmission policy.

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 an LOA, upon submission of a copy of written orders. LOAs will be granted for the period of active duty. An 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 from 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. To 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.#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. The student must complete an LOA on the electronic Change of Registration form. If a student does not register for classes and does not complete a Change of Registration form by the last day to register, they will be withdrawn from college (see AA-32 Registration – Add a Course).
2. The form is then submitted from the Registrar’s Office to Student Accounts for further contact with the student.
3. Any student who has been placed on a leave of absence and who has not registered for classes the following semester will be withdrawn from Clarkson College.
4. The procedure for active-duty service members or spouses will be handled on an individual basis.

Letter Grades and Quality Points (Policy AA-6)

Policy:

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 Core, General, or Major courses is considered failing. A grade of "C," "D," "F," or "NP" in graduate course work is considered failing.

Liability Insurance (Policy SW-12)

Policy:

Clarkson College students enrolled in both credit and professional development courses are covered by the College's blanket professional liability policy, which is intended to cover the student when engaged in their prescribed curriculum and course work.

Procedure:

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 blanket liability insurance, so there are no individual applications or policies*. Clarkson College also recommends that any licensed student employed in the healthcare field carry their own professional liability insurance.
*EXCEPTIONS: SRNA students are individually scheduled on the blanket liability insurance.

Media (Policy OG-12)

Policy:

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

Procedure:

Initial contact made to news media:

1. The Vice President of Communications and Development or designated staff will initiate all contact with the news media.
2. College employees with story ideas should relay those ideas to the Communications Department.

- The Director or designated staff will contact the news media if appropriate.
- The Director or designated staff will work with the appropriate office or department to coordinate contact between themselves and the news media.

Other news media inquiries:

1. The release of student information will be in accordance with the Family Rights and Privacy Act of 1974.
2. All requests made by media representatives directly to employees of Clarkson College should be referred to the Communications Department.
3. The department will work with the appropriate employee and/or department head to coordinate the contact between themselves and the news media.

Audiovisual recording or interviewing by news media:

1. Permission to film, videotape, photograph, or interview employees and/or students of Clarkson College should be coordinated through the Communications Department. Employees and students will need to sign a media release form.
2. 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 Communications Department and will be filed by that office accordingly.

Media Visits:

1. The Communications Department or designated staff will escort media representatives during campus visits.
2. News media representatives who arrive at Clarkson College unannounced or unplanned should be directed to the Communications Department.
3. The Communications Department should notify Public Safety of planned news media visits during non-business hours, with instructions regarding the visit.

Non-Smoking (Policy SW-16)

Policy:

Smoking and other use of tobacco products are not permitted on the Clarkson College campus. This
encompasses property 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)

Policy:

Clarkson College complies with all applicable federal, state, and local laws relating to discrimination and does not discriminate on the basis of race (including hairstyle/ texture), color, sex (including sexual orientation; gender identity; and pregnancy, childbirth, or related medical conditions), national origin, age, religion, disability, marital status, genetic information (including family medical history), protected veterans' status, and any other status protected by federal, state or local laws in the administration of its educational programs and policies, financial aid, activities, or other school-administered programs.

- **Title VII:** 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.

Procedure:

Questions regarding Title IX, sexual misconduct, or discrimination based on sex may be referred to the Title IX Coordinator or the Office of Civil Rights. The Clarkson College Human Resources Administrator serves as the Title IX Coordinator.

The Title IX Coordinator can be contacted at 402.552.6298 or emailed at titleixcoordinator@clarksoncollege.edu.

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

Questions regarding student accommodations for disabilities or Title IX pregnancy-related accommodations should be directed to the Academic Compliance Office at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739
PH: 402.552.3100
ClarksonCollege.edu

Online Education

Center for Teaching and Learning
PH 402.552.2216
ctl@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)

Policy:

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 directly through the student grievance process outlined in the SW-14 Student Grievance policy.

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.

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 contain detailed 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 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, as well as a notification to all involved parties within five (5) business days.

Step 5: If after receiving the results the petitioner still believes the decision is unjust, a new Petition for Reconsideration form may be filed by the petitioner with the **next level of authority** as stated on the petition form. This procedure must be initiated within fourteen (14) business days of the initial notification of the committee's decision. The above procedure will also be used at the next level of authority.

Step 6: If the petitioner is not satisfied with the decision of the Petition for Reconsideration, he or she may pursue the final step: petitioning the appropriate Vice President within fourteen (14) business days of the second decision.

Step 7: The appropriate individual will respond within five (5) business days. Decisions made by the Vice President will be final.

Petition for Reconsideration form:

https://www.clarksoncollege.edu/assets/files/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)

Policy:

Clarkson College values individual privacy and understands the importance of privacy when collecting, using, storing, or transmitting personal information provided by individuals. Clarkson College protects the privacy of individuals and the confidentiality of official information stored on its information systems while balancing the need for the college to manage and maintain healthy and secure systems.

Procedure:

I. Information Privacy

1. **General Privacy**
    - Clarkson College shall limit the collection, use, disclosure, or storage of Personally Identifiable Information (PII) to that which reasonably serves the academic, research, or administrative functions or other legally required purposes of Clarkson College. Such collection, use, disclosure, and storage shall comply with applicable federal and state laws and regulations and Clarkson College policies.

Information That May Be Disclosed to Third Parties

- **Legal Requirements**: Clarkson 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.
- **Authorized Persons:** Records may be disclosed to authorized Clarkson College employees and authorized individuals performing work for Clarkson College who require the information to perform their duties.
- **Protection of Clarkson College's Interests:** Clarkson 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 Clarkson College reasonably believes may violate or have violated his/her conditions of employment or threaten injury to people or property.
- **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.

Expectations of Privacy

- Clarkson College recognizes the reasonable privacy expectations of its employees, affiliates, and students regarding 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 Clarkson College policies. Clarkson College will not monitor such information without cause except as required by law or permitted by Clarkson College policy.

II. Specific Categories of Information

Below are data use constraints related to certain types of data collected, processed, stored, or published by Clarkson College.

1. **Academic and Administrative Information**
    - It is Clarkson College's policy 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 Clarkson College, additional personal information is collected and stored.

2. **Information Systems**
    - In the course of ensuring healthy and secure information systems, Clarkson 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 that could damage Clarkson College information systems. Information from these devices is used solely to maintain a healthy and secure environment for Clarkson College information systems. Clarkson College does not perform routine monitoring that personally identifies one's use of Clarkson College information systems.
3. **Information Collected for Service Provisioning**
    - On occasion, Clarkson College may collect information from and about users to synchronize systems or update the experience between the user and Clarkson College. Per this policy, Clarkson College will not sell, trade, or share the information collected. Information collected will be used solely for the purpose for which it was intended.
4. **Information Collected from the Website**
    - Clarkson College website, including affiliated websites owned by Clarkson College, are governed by the Clarkson College IT-3 Privacy Policy.

III. Data Protection and Data Loss Prevention

1. **Clarkson College Systems**
    - In order to protect "Sensitive" or "Restricted" data entrusted to its care (See Policy#IT-10 Risk Classification Guide - Internal Use Only), Clarkson College reserves the right to monitor its networks to detect and respond to externally or internally generated attacks upon its systems, subject to the constraints of this policy.
2. **Vendor Contracts**
    - 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 policy 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 Council (ELC) approval as defined in IT-10 Data Classification and Protection - internal use only, and (3) seek approval from the Director of College Technology Services. The applicable safeguards shall be documented in writing in an appropriate manner to ensure compliance.

Program Completion (Policy AA-17)

Policy:

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)

Policy:

Students will not be permitted to progress to a higher level of coursework 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 per the SW-22 Student Petition for Reconsideration policy. 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 CGPA 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 the most recent for duplicate grades) will be used in calculating the CGPA.

Any undergraduate student repeating a course due to a “D,” “F,” “NP,” or “WF” must take the corresponding recitation course if offered while enrolled in the repeated course.

Procedure:

Undergraduate Certificate Programs and Associate of Science Degree Programs in Physical Therapist Assistant and Radiography

Students enrolled in Certificate or these Associate of Science Degree programs must maintain a grade of “C- “or higher in all 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,” “NP,” “WP,” “WF,” or “W” grade in a course(s):

- 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.

- 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 items outlined by the Director. This could include but is not limited to 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 course after being re-admitted or re-enrolled will be academically dismissed from the program.

Any student who is dismissed from the Associate of Science in Radiography and is dually enrolled in the Bachelor of Science in Medical Imaging program or dually enrolled in the Associate of Science PTA and Bachelor of Science PTA program will be dismissed from both academic programs.

Associate of Science, Bachelor of Science & Post Baccalaureate Degree Programs

Students enrolled in Associate of Science, Bachelor of Science, and Post Baccalaureate Degree programs must maintain a grade of “C- “ or higher in all course(s). Failing grades include “WF,” “D,” “F,” or “NP.” Failed course(s) must be repeated to achieve a passing grade.

A course may not be repeated more than once. A student who fails the same course more than once will be dismissed from the program. In addition, students who receive a "D" or "F" in a total of two courses will be dismissed from the program.

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

A student may Withdraw Fail (WF) from any course. After receiving a Withdraw Fail (WF), the student must repeat the course for a grade. A student may Withdraw Fail (WF) from only two courses during his/her current program of study. A Withdraw Fail (WF) from a third course will result in dismissal from the Undergraduate program.

A student who receives a non-passing grade in a course after being re-admitted or re-enrolled will be academically dismissed from the program.

Graduate Degree Programs

Graduate students, except for Nurse Anesthesia students, must repeat any course they fail (grade below B-), but they are NOT allowed to repeat a course more than once. 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 course. After receiving a Withdraw Fail (WF) in a course, the student must repeat the course for a grade.

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

Public Complaint (Policy EC-20)

Policy:

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 should be followed. Clarkson College prohibits retaliation against a complainant or other persons who participate in the public complaint. Clarkson College student or employee complaints are addressed through the grievance policies stated in the Student Handbook or the Employee or Faculty Handbooks.

Procedure:

Procedure for Informal Complaints

1. Comments and complaints are emailed directly to the Vice President of Communications and Development (VPCD) from the Clarkson College website. They are then forwarded to the appropriate department and copied to the President’s Office. Phone calls are also directed to the appropriate department director and communicated to the President’s Office.
2. Informal (verbal) complaints by members of the public are addressed to the complainant and the responsible department director of the area. If mutually satisfactory resolution of the compliant cannot be reached through this process, the complaint may put the complaint in writing, using the complaint form available on the internet, and move to the formal complaint process.

Procedure for Formal Complaints

1. Formal written complaints by members of the public are to be addressed by the VPCD, who will work with the appropriate College parties to formalize a response.
2. The VPCD will gather information relevant to the complaint.
3. A written response will be be sent to the complainant.
4. A copy of the complaint and written response will to be sent to the President, the appropriate division's Vice President, and the Compliance Office.
5. If the complainant is not satisfied with the response, he/she may elevate the written complaint to the President. In these cases, the President will gather information and provide a final written response to the complainant,with a copy to the appropriate Vice President overseeing the applicable department.

6. The file of all formal complaints should be securely housed in the VPCD's office.

Procedure for Complaints to Third Parties

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

CLARKSON COLLEGE

GENERAL PUBLIC COMPLAINT FORM

Please note that his form is available on the public website at https://www.clarksoncollege.edu/public-complaint.

Readmission (Policy AD-10)

Policy:

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

1. More than three (3) consecutive semesters have elapsed since the previous application.
2. If the individual has withdrawn or been withdrawn from the institution.
3. If the applicant wishes to be reconsidered for a different semester after a previous denial.
4. If changing programs.

Readmission Policy for Military Service Members 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 students who have completed their military service obligations to resume their education and adopts this policy to ensure the timely readmission of such students.

Under 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 service members who seek readmission to a program that was interrupted due to a uniformed service obligation.

Procedure:

Students changing programs at Clarkson College must reapply. For readmission, the current admission requirements and application deadlines must be met. The degree requirements outlined in the current catalog will be used.

Readmission Procedure for Military Service Members Only

1. This policy shall apply to:
   a. Service members who are unable to attend classes for more than thirty (30) consecutive days.
   b. Service members who are unable to attend classes for less than thirty (30) days when such an absence would result in a withdrawal from Clarkson College.
2. 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 (5) years.
3. A student must provide written notice of a uniformed service obligation to the student's Enrollment and Academic Advisor and the school's 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 provide written notice of his/her intent to return to Clarkson College within three (3) years of completing the service period. Immediately upon returning 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 school's VA Certifying Official.
4. A returning student must be charged the same tuition and fees in effect during the last enrolled academic year the student attended unless veterans' education benefits or other service member education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees that exceeds what other students in the program are charged.
5. 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 re-enrollment date 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 most similar program 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 it, it 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 cause undue hardship for 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, service members who receive dishonorable or bad conduct discharges 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)

Policy:

All students must register by the end of the business day (4:30 p.m. CT) on the Friday before the start of the semester.

Procedure:

A student may add a course(s) to their current schedule during the first five (5) business days of the course in a 15- or 12-week semester or for the first two (2) business days of the course in a 7.5- or 6-week session. Students are responsible for all late registration fees or other expenses. After the designated time, approval is required from the instructor and/or the program director of the course(s).

Reporting Criminal Offenses (Policy SW-36)

Policy:

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

Procedure:

UNMC Public Safety Department

- 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)

Policy:

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

Bachelor Degree
A minimum of 30 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 SW-22 Student Petition for Reconsideration policy, up to 9 credit hours of coursework may be transferred into Clarkson College toward completion of a Graduate Degree (Masters or Doctorate degrees) or Graduate Certificate. Dissertation or Scholarly Project courses are not eligible to be transferred.

Records Retention (Policy EC-2)

Policy:

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

Definitions

The term “record” under this policy means all documents and records, whether written, electronic, or recorded matter, regardless of their 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. Such records are maintained in accordance with all applicable laws and regulations, the requirements of accrediting and other external agencies, and the standards and procedures prescribed herein. Records no longer needed or of no value are discarded or disposed of, as specified in this policy.

The College makes no claim to the original, intellectual property of faculty that was not created as part of their primary duties in teaching assigned courses, serving on committees, and other tasks assigned by College administration; unless extraordinary resources were provided and the College and faculty member negotiated and agreed to College ownership before work began. Examples include but are not limited to, extensive lecture notes, books and articles, conference presentations and proceedings, works of fiction and nonfiction, poems and dramatic works, and pictorial and graphic

works. This policy also does not apply to non-records which include preliminary drafts not circulated for comment, duplicate copies of correspondence, duplicate magazines, publications from professional organizations, newspapers, public telephone directories, electronic mail (e-mail) created during incidental use, and transitory messages such as voice mail, telephone messages, self-sticking notes and other messages which are used primarily for the informal communication of information.

Procedure:

General Principles and Responsibilities

- 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.
- All records that are essential to the continued functioning or operations of the College during and after an emergency shall be retained and protected to ensure the College's continued operations in the event of a natural or man-made disaster.
- Records containing confidential and proprietary information should be securely maintained, controlled, and protected to prevent unauthorized access.
- The unauthorized use, removal, or destruction of the records of the College is prohibited.
- No record or document may be falsified or inappropriately altered in any manner.
- Information pertaining to the unauthorized use, removal, or destruction of the College's records or regarding falsifying or inappropriately altering information in a record or document should be reported to the Vice President of College Finance.

Maintenance of College Records

- 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.
- All records shall be retained in a readable format regardless of changes in technology or equipment obsolescence. Printing out the documents and saving them to a file system, maintaining the old equipment and software applications, or converting the records to new technology may meet this requirement.
- Electronic mail (e-mail) communications, messages, and documents transmitted by e-mail are subject to this policy, if otherwise in a paper format, and due to its contents, they relate to duties and responsibilities for or on behalf of the College or in the transaction of College business. Such e-mail communications must be retained consistent with the Record Retention Schedule in Attachment 1. Each e-mail user is responsible for sorting out messages subject to this policy and retaining such College records in compliance with the Records Retention Schedule in Attachment 1. The originator/sender of the e-mail message (or the recipient of a message if the sender is outside the College) is the person responsible for retaining the message. E-mail messages may be retained in electronic form in the mailbox for a period not to exceed ninety (90) days from its receipt or be printed and filed along with other documents related to the same topic or project. Users may delete

e-mail messages that they are not required by this policy to retain (such as non-record messages and transitory messages) and messages that are retained in printed form.

- 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.
- 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.
- 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.
- 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 approval.
- 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 Council, 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.

Disposal of Records

- 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.
- Records that cannot be destroyed include records with 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.

- Records must be destroyed to ensure the confidentiality of the records and render the information no longer readable and recognizable as the College's records prior to disposal.

The Records Retention Committee

- The Records Retention Committee was established to review and approve any proposed revisions, additions, and changes to the Record Retention Schedule in Attachment 1.
- The Committee shall consist of the Vice President of College Finance, Registrar, Human Resources Administrator, other appropriate supervising Vice President(s), and other applicable representatives from the College.
- The Committee will meet annually, at a minimum.

Student Accommodations (Policy SW-2)

Policy:

Clarkson College is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA) as amended (2008), which defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more life activities (2) has a record of such an impairment; or (3) is perceived as having an impairment. Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives Federal financial aid. Collectively, these Federal statutes require institutions of higher education to provide equal access to educational opportunities to otherwise qualified individuals with disabilities provided that such accommodations do not: 1) fundamentally alter the nature or operation of the College's programs, services, or activities, 2) cause undue burden to Clarkson 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 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 Academic Compliance Office and to participate in the interactive process for the determination of reasonable accommodations (accommodations are not guaranteed.) Students have the choice of whether to utilize approved accommodations.

Procedure:

1. The student will initiate the process for requesting accommodations by contacting accommodations@clarksoncollege.edu or the Accommodations Coordinator at 402-552-6285. 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:

- 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 administration dates, 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 expected progression of the current treatment and the prognosis and/or stability of the disability.
- Recommendations for accommodations and/or auxiliary aids with rationale. Clarkson College is not obligated to adopt recommendations made by outside parties, although they will be considered when 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. Please note that once all the required documentation is received, the Accommodations Office will have up to fourteen (14) business days* to review the request and, if approved, provide the student with a statement of eligibility letter.

2. Once adequate documentation is received for ***academic*** accommodations, the Accommodations Coordinator will determine if the student is eligible for academic accommodations and, if so, which accommodations are approved. If necessary, before the approval of accommodations, the Accommodations Coordinator will consult with the faculty member(s) of the academic program/course 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.
   Types of Accommodations (including, but not limited to):
   Academic
   a. Exam accommodations. Examples of exam accommodations are below:
      - 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
3. Once adequate documentation is received for ***clinical*** accommodations, the Accommodations Coordinator will determine if the student is eligible for clinical accommodations and, if so, which accommodations are approved. The Accommodations Coordinator will consult with the Program Director and clinical

faculty member(s) for the course the student is enrolled/intending to enroll in to determine if there is any question as to whether an 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, and clinical site.

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

Clinical

- Altered schedule for a clinical clerkship
- Preferential location of clerkship
- Preferential order of clerkship rotation
- Modified attendance
- 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
- Use of assistive technology in clinic
- Use of assistive technology in clinic/lab settings. Examples of available assistive technologies are listed below:
  - Speech-text software (e.g., CART)
  - Text enlargement
  - Alternate format of text
  - Screen readers
  - Amplification device/FM system
- Sign language interpreting
- Rest breaks to stand up and stretch
- Adaptive furniture.

4. The Accommodations Coordinator will meet with the student, in person or virtually, to discuss whether he/she has been deemed eligible for accommodations and, if so, which accommodations are approved.
   - If the student has been deemed eligible for ***academic*** accommodations, the Accommodations Coordinator will review the Statement of Eligibility ("SOE") form with the student to ensure the student understands both the faculty and student responsibilities related to the student's accommodations.
   - If the student has been deemed eligible for ***clinical*** accommodations, the student will work with the Program Director and/or the clinical faculty member(s) for the course to coordinate with the clinical site regarding the approved accommodations.
   - If the Accommodations Coordinator deems the student ineligible, he or she will communicate the rejection in writing to the student. The student may appeal this decision with the Accommodations Coordinator. The appeal process is as follows:
     - The student must submit a Petition to Appeal an Accommodations Decision Form to the Accommodations Coordinator within five (5) business days* of receipt of the denial of Accommodations. The form is attached below in Appendix A.
     - Within five (5) business days*, the Accommodations Committee will convene to review the Petition to Appeal an Accommodations Decision. 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 Enrollment and Retention, the Vice President of Academic Affairs, and a Student Support representative.
    - 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 notify the student of the Accommodations Committee's decision within five (5) business days*. The Accommodations Committee's decision is final.
5. It is the student's responsibility to initiate communication with their faculty regarding accommodations in the classroom. The student will be responsible for presenting their SOE letter to their appropriate faculty no later than the first week of classes. If the student changes their schedule, the student must notify the Accommodations Coordinator of said changes. If eligibility is determined after the start of the semester, faculty must be notified by the student within two (2) business days* after receipt of their SOE.
6. Faculty are required to meet with the student, either in person, by phone, or virtually, to review the approved accommodations.
7. If there are approved accommodations that may require additional academic preparation (e.g., captioning), the student will notify the appropriate faculty member within a minimum of fourteen (14) business days* to allow for adequate time for said preparation.
8. Once accommodations are approved, upon registration of classes each semester, the Accommodations Coordinator will email the student to verify if they wish to continue with their approved accommodations. If the student elects to continue receiving accommodations, the Accommodations Coordinator will email an updated SOE to the student, the Testing Center (if applicable), and the Program Director.
9. It is the student's responsibility to communicate with the Accommodations Coordinator any requests for changes in and/or discontinuation of accommodations.

Non-Disability Related Accommodations

Title IX – Pregnancy and Parental Status Accommodations

The US Department of Education, Office for Civil Rights (OCR) states that Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination based on sex—including pregnancy and parental status—in educational programs and activities.

Clarkson College supports students with reasonable accommodations who are experiencing pregnancy, loss of pregnancy, undergoing fertility treatments, or experiencing pregnancy-related medical conditions. Reasonable accommodations help students maintain their educational plans while not centrally altering the nature of academic programs or requirements. Commonly, reasonable accommodations may include reasonable break time for lactation in a clean and private space, shifting assignment and exam dates, excusing absences for medical appointments, in some cases, a medical leave of absence, or taking an incomplete in a class and making up the work missed at a later date.

The Deputy Title IX Coordinator

The Accommodations Coordinator serves as the Deputy Title IX Coordinator and is located on the fifth floor of the main Clarkson College building. The Deputy Title IX Coordinator's primary responsibility will be pregnancy or pregnancy-related Title IX items.

Religious Accommodations

Clarkson College welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices, and Clarkson College is committed to making every reasonable effort to accommodate religious observances. To request a religious accommodation, the student is responsible for contacting the Accommodations Office at accommodations@clarksoncollege.edu to review their religious/spiritual accommodation request. Each request will be reviewed on a case-by-case basis.

Clarkson College reserves the right to ask for additional documentation as needed.

* Not including holidays and/or semester breaks.

Petition to Appeal Accommodations Decision Form & Appeal Hearing Guidelines

Security Awareness Programs (Policy SW-37)

Policy:

Clarkson College provides students, faculty, and staff with safety-related awareness activities. The Facilities Website and UNMC Campus Public Safety Website are available to enhance awareness of personal safety, security, substance abuse, and sexual misconduct/assault education. Additional programs are also offered through the Student Support Committee and other Clarkson College programming.

Procedures:

- During new student orientation, students are informed of the services offered by UNMC Public Safety. Students are encouraged to sign up for our RAVE Alert System and have the opportunity to do so during orientation. The RAVE alert system will alert students, staff, and faculty anytime there is an “immediate threat” to safety. Examples of an immediate threat include tornadoes or extreme weather, armed intruders, bomb threats, and gas leaks.
- UNMC Public Safety meets with residential students at the beginning of each semester to discuss personal safety and explain the safety protocols in the residence hall.
- Every October, during Campus Safety Week, information is sent to the entire college community regarding personal safety, along with links to safety videos. This information is sent in conjunction with the Annual Safety and Security Report and Annual Fire Safety Report.

- The Student Support Committee provides online information, printed materials, posters, as well as substance abuse education and prevention 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 the Alert Notification System alerts.

Service Animal (Policy SW-39)

Policy:

It is the policy of Clarkson College to afford individuals with disabilities who require the assistance of a Service Animal with equal opportunity to access Clarkson 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 requires Clarkson 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.

Procedure:

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, Clarkson 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 an animal is a "Service Animal" individually trained to do work or perform tasks for the benefit of an individual with a disability, the Service Animal 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.

- Assisting persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

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

Verification of Service Animal

Clarkson College will not ask about the nature or extent of an individual's disability or for medical documentation. 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 Service Animal is required because of a disability and what work or task the Service Animal has been trained to perform. Clarkson College will not, however, require documentation that the Service Animal 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 always be under the control of the owner 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 Clarkson College facilities where members of the public, students, staff, and faculty are permitted. Clarkson 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. Clarkson 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 Clarkson College personnel.

Clarkson College may impose legitimate safety requirements on the use or presence of a Service Animal necessary for its facilities' safe operation. Some facilities are unsafe for use or the presence of Service Animals, and Clarkson College may exclude Service Animals on a case-by-case basis based on actual risks. Examples 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 animal requirements. It is the owner’s responsibility to know and understand these ordinances, laws, and regulations. Clarkson College has a right to require documentation of compliance with such ordinances, laws, and regulations, which may include a vaccination certificate.

Clarkson College reserves the right to request documentation showing the animal has been licensed. The owner is responsible for cleaning up after and properly disposing of the animal's feces in a safe and sanitary manner.
Clarkson 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 Service Animals. However, an owner may be charged for any damage caused by his or her Service Animal.

For further questions, please contact the Accommodations Coordinator at accommodations@clarksoncollege.edu or at 402-552-6285. Any denial of a Service Animal may be appealed through Clarkson College's grievance process.

Request for Notice

Service Animal owners are not required to register their Service Animal with Clarkson College. However, students with a Service Animal must schedule an appointment to meet with the Academic Compliance Office within five (5) business days of the Service Animal's initial presence on campus to review this policy and sign the Statement of Understanding: Accommodating Students with Service Animals in Teaching Laboratories Acknowledgment Form (Appendix A). This meeting will help the Accommodations Coordinator better understand and meet the unique needs of the student and ensure a smooth integration of the Service Animal on campus. Employees must notify Human Resources at hr@clarksoncollege.edu and follow the HR-48 ADA-Reasonable Accommodations policy if they have a Service Animal.

Service Animals in Teaching Laboratories

Clarkson College students must review and sign the attached Statement of Understanding: Accommodating Students with Service Animals in Teaching Laboratories Acknowledgment Form (Appendix A). Service Animals will not be allowed into Clarkson College labs without the appropriate personal protective equipment (PPE). The specific PPE items for each lab will be identified by the faculty of the course, program director, and Accommodations Coordinator. It is the financial responsibility of the Service Animal owner to bear the cost of any PPE required. Students requiring a Service Animal should take these factors into consideration when making decisions about their Service Animal. Students who require the use of a Service Animal in labs assume responsibility for all risks involved in the use of their Service Animal in lab areas, including the risk of exposure to hazardous materials and objects to their Service Animal.

Request for Service Animal in Student Housing

Service Animals are allowed in Student Housing under the ADA. Students with Service Animals are requested to contact the Accommodations Coordinator before moving into Student Housing. Clarkson College requests that the student with a Service Animal provide as much advance notice as possible before the desired move-in date so that Clarkson 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 with other Clarkson College community members to ease the student's transition.

Violation of Policy

Depending on the seriousness of the Service Animal's conduct or repeated conduct, a Service Animal may be excluded from Clarkson College property temporarily or permanently. If a Service Animal is excluded, the Accommodations Coordinator 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 Clarkson College property may be subject to additional penalties, including the Service Animal being banned from any Clarkson 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.

Academic Progression

Clarkson College will accommodate and adhere to all ADA requirements to the best of its ability. However, at clinical sites, fieldwork, practicum, externships, etc., accommodations will vary based on the discretion of the site. Clarkson College will follow clinical policies and work with each student to follow all ADA and accrediting body requirements to assist students in academic progression. Clarkson College cannot guarantee that clinical placement will be available or aligned with degree plan sequences.

Appendix A:

https://catalog.clarksoncollege.edu/assets/forms/SW-39_Service_Animal_Form.pdf

Sexual Misconduct (Policy SW-27)

Policy:

Clarkson College strives to provide a safe and non-discriminatory environment to all of its community members (including students, faculty, and staff, and other constituents).#For the purposes of this policy, "Recipient" refers to Clarkson College and all of its education programs and activities, including but not limited to all campuses and online programs that receive Federal financial assistance.

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 on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Adopting a policy or engaging in a practice that prevents a person from participating in an education program or activity consistent with the person's gender identity subjects a person to more than de minimis harm on the basis of sex, Section 106.31(a)(2). This policy applies to all Clarkson College community members, whether the alleged sex discrimination or sexual misconduct is committed by a student, an employee, or an individual who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination, regardless of whether

the alleged sex discrimination or sexual misconduct was by a member of the same or different sex.

Clarkson 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:

Clarkson 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 Clarkson College-sponsored program or activity (regardless of location).#Clarkson College jurisdiction applies to complaints during education programs, activities, events,#and circumstances over which Clarkson College exercises substantial control over both the Respondent#and the context of which the alleged sex discrimination or sexual misconduct occurs. Clarkson College will#recognize#all complaints made under this policy and#will#take action to prevent the recurrence of sex discrimination or sexual misconduct and remedy its effects. Such discrimination or misconduct undermines the atmosphere of trust, responsibility and professionalism underlying#in#the SW-18 Code of Conduct#Policy#and will not be tolerated by Clarkson College. All members of the Clarkson College community are#required#to promptly report complaints about sex discrimination, 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 Clarkson 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#sex discrimination or sexual misconduct#case#can receive Clarkson College-related assistance regardless of#whether#a legal charge or Clarkson College report is filed. For any Clarkson 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 Communications & Development or designee.

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

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

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

Complainant:

1. A student or employee who is alleged to have been subjected to conduct that could consitute sex discrimination under Title IX or its regulations; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

Complaint: An oral or written request to the recipient that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Confidentiality:#Clarkson College will not disclose information related to a report of Sex Discrimination or 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:#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: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: 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: a document filed by a Complainant or signed by the Title IX Coordinator alleging Sex Discrimination or Sexual#Misconduct against a Respondent and requesting that Clarkson College investigate the allegation of Sex Discrimination or 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 Clarkson College.

Gender Identity:#one's sense of oneself as male, female, or neither or both.

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

Investigator:#the individual assigned to investigate a Formal Complaint of Sex Discrimination or Sexual Misconduct. The Investigator may be a trained employee of#Clarkson College, or an external investigator trained on the requirements of this Sex Discrimination and Sexual Misconduct Policy.

Party: A complainant or respondent.

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

Respondent:a person who is alleged to have violated the recipient's prohibition on sex discrimination or sexual misconduct.

Sexual Assault: an offfense 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).

Sex-based Harassment: form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

- **Quid pro quo harassment**: An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit or service on a person's participation in unwelcome sexual misconduct:
- **Hostile environment harassment**: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (*e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  1. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity
  2. The type, frequency, and duration of the conduct
  3. The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
  4. The location of the conduct and the context in which the conduct occurred
  5. Other sex-based harassment in the recipient's education program or activity; or
- **Specific Offenses:** Sexual assault, dating violence, domestic violence, and stalking.

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

Sexual Violence:anysexual act#or attempt to obtain a sexual act byviolence#orcoercion,#unwanted sexual comments or advances, acts totraffic#a person or acts directed against a person'ssexuality, 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:#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:

1. Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, text messages, written letters, unwanted gifts, etc.
2. Cyberstalking—Use of online, electronic, or digital technologies, including:
   a. Posting of pictures or information in chat rooms or on websites without a person's content.

b. Sending unwanted/unsolicited email or talk requests.
c. Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards.
d. Installing spyware on a victim's computer.
e. Using Global Positioning Systems (GPS) to monitor a victim.

3. Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim.
4. Surveillance or other types of observation, including staring or "peeping".
5. Trespassing; and/or Vandalism.

Supportive Measures: non-disciplinary, non-punitive,#individualized services offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, 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. Supportive measures are to restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or provide support during the recipient's grievance procedures or during an informal resolution process.

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 Clarkson College's residence hall.
2. Assistance from Clarkson College in completing the relocation if re-assigned,
3. Cancelling a Clarkson 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.

Clarkson 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 theperson designated by Clarkson College to coordinate Clarkson College's efforts to comply with the responsibilities under Title IX. Among other things, the Title IX Coordinator#reviews information about Sex Discrimination

and 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. The Title IX Coordinator retains ultimate oversight.

Deputy Title IX Coordinator is the person designated by Clarkson College to coordinate Clarkson College's efforts to comply with responsibilities under Title IX regarding pregnancy and pregnancy related issues.

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

- An employee of Clarkson College conditioning the provision of an aid, benefit, or service of Clarkson 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 Clarkson College's Education Program or Activity.
- Sexual Assault
- Domestic Violence
- Dating Violence
- Stalking

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

II. **Reporting**

A verbal or written report may be made by any person who believes that Sex Discrimination or Sexual Misconduct may have occurred. Clarkson College encourages anyone who experiences or becomes aware of an incident of Discrimination or Misconduct involving a student, employee or individual who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination to immediately report the incident to Clarkson College through the reporting options set forth below. While Clarkson College does not limit the time frame for reporting Sex Discrimination or Sexual Misconduct, Clarkson College strongly encourages individuals to report possible Sex Discrimination or Sexual Misconduct as soon as possible to maximize Clarkson College's ability to respond as effectively as possible.#Clarkson College strongly encourages individuals to report possible Sex Discrimination or Sexual Misconduct within#six (6) months of the last#occurrence of the#concerning conduct. A report made after six (6) months may make it more difficult to gather relevant and reliable information.

Any employee who receives a report of Sex Discrimination or Sexual Misconduct or who witnesses or is otherwise aware of Sex Discrimination or Sexual Misconduct, other than Clarkson College's licensed mental health professionals and student workers/ work studies, are required to report the incident immediately to the Title IX Coordinator. Clarkson College's licensed mental health professionals and student workers/work

studies who receives a report of Sex Discrimination or Sexual Misconduct or who witnesses or is otherwise aware of Sex Discrimination or Sexual Misconduct, are required to provide the individual with the Title IX Coordinator's contact information.

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

1. The Title IX Coordinator

The Human Resources Administrator serves as the Title IX Coordinator and#is located on#thesixth floor of#themain building (101 South 42nd Street, Omaha, NE, 68131). The Title IX Coordinator can be contacted at 402-552-6298 or attitleixcoordinator@clarksoncollege.edu.#If the Title IX Coordinator is unavailable, the Investigator is available and can be contacted at 402-552-2557 or atheimannanne@clarksoncollege.edu.

2. The Deputy Title IX Coordinator

The Accommodations Coordinator serves as the Deputy Title IX Coordinator and is located on the fifth floor of the main building. The Deputy Title IX Coordinator's primary responsibility will be pregnancy or pregnancy related Title IX items.

3. The Public Safety Office

Public Safety Emergency Number: 402-559-5555
Public Safety Non-Emergency Number: 402-559-5111

4. Local law enforcement (Omaha Police Department)

Emergency: 911
Non-Emergency: 402-444-5600

505 South 15th Street
Omaha, NE 68102

A. Reports Involving Minors

If a report of Sex Discrimination or Sexual Misconduct involves a minor (an individual under the age of 19), Nebraska law requires Clarkson 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 Sex Discrimination or Sexual Misconduct. Clarkson College has made availableThe 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 Clarkson College's ability to respond, investigate, or take further action. Clarkson College Employees cannot fulfill their mandatory reporting obligations by anonymous reporting.

C. Confidential Resources

Clarkson College also offers access to confidential resources for individuals who are unsure about whether to report Sex Discrimination or Sexual Misconduct or are seeking counseling or other emotional support in addition to (or without) making a report to Clarkson College. Clarkson 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. The confidential employee is required to provide Title IX contact information to the individual.

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. Clarkson 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

Clarkson College takes allegations of Sex Discrimination or 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 Sex Discrimination or 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, Clarkson 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 Clarkson College to issue timely warnings to the Clarkson College community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Clarkson College withholds the names and other personally identifying information of Complainants when issuing timely warnings to Clarkson College community.

III. Initial Assessment and Supportive Measures

Upon receipt of a report of alleged Sex Discrimination or 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.
- The process for filing a Formal Complaint.

Additionally, the Title IX Coordinator will the 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 Sex Discrimination or 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 Clarkson 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 Clarkson College's limits to confidentiality
8. Clarkson College's policy prohibiting retaliation
9. Complainant's right to pursue or to decline to pursue legal charges
10. the Title IX investigation processes and procedures

IV. Emergency Removal

Clarkson College may remove a Respondent entirely or partially from the College's education program or activity on an emergency basis, provided that Clarkson 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 Sex Discrimination or Sexual Misconduct justifies removal

- 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 Clarkson College's 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.

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

During an emergency removal, a Respondent may be denied access to any#Clarkson College#premises, including classes, residence hall access, and/or all other#Clarkson College#programs, activities or privileges for which the Respondent might otherwise be eligible, as Clarkson 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 Sex Discrimination or Sexual Misconduct.

The Title IX Coordinator or other designatedClarkson 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 Sex Discrimination or 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

Clarkson College has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited.

Clarkson College's grievance process offers two forms of resolution for reports of Sex Discrimination or 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#any time#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 Clarkson 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
    - any other relevant information.

Complaint is filed but additional information is needed to determine whether the alleged conduct would constitute Sex Discrimination or Sexual Misconduct, an initial intake interview may be performed by the Title IX Coordinator.

Clarkson 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, Clarkson 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, Clarkson 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 Clarkson 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 President.

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 Sex Discrimination or Sexual Misconduct and sufficient details, including the identities of the parties involved, if known; the conduct allegedly constituting Sex Discrimination or Sexual Misconduct; and the date and location of the alleged incident, if known;
- A copy of this Sex Discrimination and Sexual Misconduct Policy or a hyperlink to this Sex Discrimination and 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 Clarkson 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 Clarkson 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. Clarkson 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, Clarkson 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**

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

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

2. **Discretionary Dismissal**

Clarkson 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 Clarkson College.
- Specific circumstances prevent Clarkson 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 Clarkson College from taking action with the respect to the dismissed allegations under other Clakson 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.

Clarkson 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, Clarkson College will provide, without fee or charge to the party, an advisor of Clarkson 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 Clarkson 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 Sex Discrimination or Sexual Misconduct as set forth in the Written Notice of Allegations. Such an investigation will be prompt, thorough, fair, and impartial.

Clarkson 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 Sex Discrimination and 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, consulting with other professionals#within and#outside of Clarkson 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 Clakson College obtains that party’s voluntary, written consent to do so.
- 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 Clarkson 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 an 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 Sex Discrimination or Sexual Misconduct

After an investigation, Clarkson College#will conduct a hearing todetermine whether the Respondent is responsible for violating the Sex Discrimination and 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.
- Have their advisor cross-examine 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 Sex Discrimination or 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. Clarkson 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 Sex Discrimination and Sexual Misconduct Policy.

b. Hearing Scheduling and Notice

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.

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. Clarkson 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, Clarkson 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.

Clarkson 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, neither 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 Sex Discrimination or 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, Clarkson 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 Sex Discrimination and 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, Clarkson College#will provide without fee or charge to that party, an advisor of Clarkson 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 conducting 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 reaction 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 Sex Discrimination or 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 Sex Discrimination and 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 Clarkson College imposes on the Respondent, and whether remedies designed to restore or preserve equal access to Clarkson College's education program or activity will be provided by Clarkson College to the Complainant.
- Clarkson 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 to 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 Clarkson 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 Officerdetermines 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 Officerdetermines 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

Clarkson College will not wait for the conclusion of any criminal investigation before initiating its own internal investigation. Clarkson 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 Sex Discrimination and 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.
- **Clarkson College Suspension** – separation of the student from Clarkson College for a specified period of time. Conditions for readmission may be specified.
- **Clarkson College Dismissal** – permanent separation of the student from Clarkson College
- **Other sanctions** including, but not limited to, work assignments, service to Clarkson 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 Clarkson 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 for 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, as appropriate, to a Complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve a person's equal access to Clarkson College Education Program or Activity after a recipient determines that sex discrimination occurred. 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,#Clarkson College#may facilitate an Informal Resolution process, such as mediation, that does not involve a full investigation and adjudication. Clarkson 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. Clarkson 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.

Clarkson College#will not offer or facilitate an Informal Resolution process to resolve allegations that an employee engaged in sex-based harassment against a student, or when such a process would conflict with Federal, State or local law.

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 Clarkson 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 Clarkson#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. Clarkson 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, Clarkson 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

- Clarkson 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 Clarkson 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. Pregnancy and Parental Status**

If a student, a parent of a minor student, or other authorized legal representative informs a Clarkson College employee of a student's pregnancy or pregnancy-related conditions, the Clarkson College employee must follow the steps below:

- Provide the individual with the Accommodations Coordinator/Deputy Title IX Coordinator's contact information, which is accommodations@clarksoncollege.edu. Inform the student that Accommodations Coordinator/Deputy Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure equal access to the educational program or activity (direct student to SW-1 and SW-2 Policy).
- If the student contacts the Accommodations Coordinator/Deputy Title IX Coordinator, they will provide the student with SW-2 Student Accommodations policy and the SW-1 Equal Opportunity and Non-Discrimination policies to the student.

VII. 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 Sex Discrimination and 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 Sex Discrimination and 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 Sex Discrimination and Sexual Misconduct Policy, constitutes retaliation.

VIII. Education, Awareness, Prevention, and Training

Clarkson College understands that ongoing education about the issues contained within this Sex Discrimination and Sexual Misconduct Policy is critical to fostering a healthy campus environment. Clarkson College requires new employees to complete

training promptly upon hiring or change of position that alters duties under Title IX and annually thereafter. Clarkson 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 Sex Discrimination or 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 sex-based harassment
- The scope of Clarkson College's education program or activity
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable.
- 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
- 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 Sex Discrimination or Sexual Misconduct.

Clarkson College#will make these training materials publicly available on its website.

IX. Records

Clarkson College will retain all records of relating to all complaints, documentation, and reports of Sexual Misconduct for a period of eight (8) years after the date the report was received.

X. Other Clarkson College Disciplinary Processes

The outcomes and actions taken under this Sex Discrimination and Sexual Misconduct Policy do not necessarily preclude other disciplinary actions from being taken using other Clarkson College disciplinary procedures.

XI.Questions

Any questions regarding this Sex Discrimination and Sexual Misconduct Policy should be directed to Clarkson College's Title IX Coordinator:

Title IX Coordinator
Office Address: 101 South 42nd Street; Omaha, NE 68131
Email Address: titleixcoordinator@clarksoncollege.edu
Phone Number: 402-552-6298

Any questions about Clarkson 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 EducationBldg, 400 Maryland Avenue, SW, Washington, D.C., 20202-1100; their phone number is 1-800-421-3481, and email address is OCR@ed.gov. The regional Office of Civil Rights is located at One Petticoat Lane, 1010 Walnut St., Suite 320, Kansas City, MO, 64106; their email address isOCR.KansasCity@ed.gov#and their phone number is 816-268-0550

XII. Amendments or Termination of this Policy

Clarkson College reserves the right to modify, amend, or terminate this Sex Discrimination and Sexual Misconduct Policy at any time.

Social Media (Policy OG-28)

Policy:

The Clarkson College community is dedicated to ethical and compassionate care of others. Social media, as an extension of our community, requires Clarkson College employees and students to be mindful of proper use both as a method of conducting business and 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, 2017). Employees and students are ultimately responsible for what they post online, and the guidelines below must be followed when posting on behalf of Clarkson College and as an individual Clarkson College community member. When using social media in a personal capacity, users must take reasonable precautions to indicate s/he is engaging in the activity as a private person and not as a Clarkson College employee, student, and/or spokesperson.

Additional guidelines that should be followed for any content posted, including but are not limited to, OG-21 Business Ethics, HR-14 Harassment and Sexual Misconduct, SW-25 Academic Integrity, SW-18 Code of Conduct, SW-15 Drug and Alcohol, SW-27

Sexual Misconduct, and IT-2 Resources Acceptable Use and Privacy. These policies are located on the Clarkson College Employee Intranet-Policies and Procedures page - internal use only. The Division of Communications and Development at Clarkson College will be responsible for social media content from Clarkson College.

The following items must be met when using social media:

- Protect institutional confidentiality and 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 Clarkson College, its students, employees, alumni, or clients/patients.
- Do not use Clarkson College logos or trademarks without permission.
- Respect Clarkson College's time and property. Clarkson College computers, classroom and office time, and other resources are reserved for Clarkson 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 to fellow students, employees, or people who work on behalf of Clarkson College. Student or employee complaints are better resolved by speaking directly to the person involved or through the proper chain of command. However, if complaints or criticisms are posted, avoid using statements, photographs, video, audio, etc., that could be viewed as malicious, obscene, threatening, intimidating, abusive, discriminatory, or 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 Clarkson College information, use the Clarkson 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 Clarkson College policies and procedures are followed.

Authorizing Clarkson College Accounts for the Purpose of Conducting Official College Business:

To ensure that Clarkson College's social media efforts adhere to the brand and policy standards of Clarkson College and that those efforts are not tied specifically to a Clarkson College community member’s personal account, all official social media accounts must be presented to the Division of Communications and Development for strategic review, approval, and account creation.

All requests to create an official Clarkson College social media channel must be presented to the Division of Communications and Development for a strategic review. All social media sites, both new and existing, must follow outlined branding and best-practice guidelines.

The Division of Communications and Development will grant the appropriate person(s) administrative access to approved accounts. Each social media site should have no less than two (2) full-time staff members serving as account administrators. To request an account, email Communications and Development at communications@clarksoncollege.edu.

The Division of Communications and Development is responsible for the following:

- Maintain an active dialogue between the department and all official social media account administrators of the subsidiary's internal organization(s).
- Ensuring all of Clarkson College’s best-practice resources and guidelines are communicated and adhered to on social media platforms.
- Cataloging and retaining an official account inventory and contact information for corresponding administrators.
- Removing account administrators who have left Clarkson College and no longer require access to social media accounts.

The Division of Communications and Development reserves all rights to review and remove inappropriate content. Regular review is expected; failure to do so does not justify noncompliance.

The Division of Communications and Development reserves the right to disable or temporarily unpublish Clarkson College's social media accounts that are dormant (no posts, no activity) for more than six (6) months, as such stagnancy reflects poorly on Clarkson College.

Social media account administrators are responsible for the following:

- Creating, maintaining, and monitoring content on respective social media sites and engaging with users.
- Ensuring that all content is relevant to the goals and objectives of the pertinent organization and upholds the Clarkson College standards and brand.
- Delivering timely customer service and response to inquiries and postings on official accounts. All replies should use professional, conversational language that encourages comments and engages in follow-up conversations.

- Moderating content that violates hosting terms of services or Clarkson College policies.
- Informing the Division of Communications and Development when social media account administrators have left Clarkson College and no longer require access to social media accounts.

Official social media accounts are prohibited from the following:

- Commenting on or posting anything related to legal matters or litigation without appropriate approval.
- Commenting on any posts of known media reporters or representatives. All inquiries and comments must be sent directly to the Communications and Development Division.
- Using the Clarkson College brand or name to endorse any view, product, private business, cause, or political candidate.

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 program-specific 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 systems, and networking systems. Clarkson College reserves the right, in its sole discretion, to monitor, prohibit, block, suspend, remove, or delete content from Clarkson College's social media platforms that are considered inappropriate for any reason. Retaliation is prohibited. Clarkson College prohibits taking negative action against any person for reporting a possible deviation from this policy or cooperating in an investigation. Any employee/student or Clarkson College community member who retaliates against another employee/student or Clarkson 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 Clarkson College dismissal or termination (HR-2 Termination - internal use only).

Resources:

- Society for Human Resource Management: Social Media Policy
- Nebraska Medicine: Social Media Policy, Number M124

- https://www.nlrb.gov/news-publications/publications/fact-sheets
- https://www.bryanhealthcollege.edu/app/files/public/2849/2017-2018-Undergrad-Handbook.pdf
- https://www.emerson.edu/policies/brand-policy
- https://www.uky.edu/regs/sites/www.uky.edu.regs/files/files/ar/AR10-4.pdf
- https://socialmedia.umich.edu/wp-content/uploads/sites/30/2017/03/Social-Media-Implementation.pdf

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.

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. 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.

For more information please visit https://www.clarksoncollege.edu/enrollment/state-authorization-licensure-information.

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)

Policy:

A grievance is a complaint that a specific decision or action affected the student's academic record or status, violated published Clarkson 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 Clarkson College policies and procedures exist. The grievance process is only intended to be used to settle disputes after all other Clarkson College processes (including but not limited to SW-22 Petition for Reconsideration) have been exhausted. This policy does not limit Clarkson College's right to change rules, policies, or practices.

Clarkson College follows the SW-1 Equal Opportunity and Non-Discrimination Policy and adheres to 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 Postsecondary Education to the Office of Nebraska Attorney General's office, 2115 State Capitol, Lincoln, NE, 68503, and (402) 471-2682, or the Consumer Protection Division (toll-free) at (800) 727-6432.

Retaliation is prohibited. Clarkson College prohibits taking negative action against any person for exercising their rights in using the grievance policy and procedure.

Procedure:

Student Grievance Process:

Step 1: All other Clarkson 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/director regarding and those 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 through the Academic Catalog on the Clarkson College website. The student must provide strong, documented evidence and submit the completed Grievance Form to the Office of the Vice president of Academic Affairs (VPAA) no later than thirty (30) business days from when the incident occurred or all other Clarkson 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, if applicable. The VPAA, 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 Clarkson College Grievance Committee's response to the student's grievance within fourteen (14) business days and will provide a written response of the outcome within five (5) business days of the decision.

Step 5: The VPAA will form and facilitate the Grievance Committee. The Grievance Committee is the designated arbiter of disputes for the Clarkson 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.

Members of the Grievance Committee will be appointed by the VPAA. This committee will be composed of five members, including (1) a College Affairs Council member, (2) a member of the Faculty Senate Executive Committee, (3) a Student Senate respresentative, (4) a member of Staff Senate Executive Committee, and (5) the VPAA. Committee members who may have conflicts interest regarding any part of the dispute cannot serve on the panel, and no one identified within the evidence will be included. The VPAA will chair these meetings and will gather all pertinent information. The VPAA will only vote in the case of a tie.

Grievance Committee Procedure:

1. The VPAA procedures for administering the academic grievance process and procedural rules for conducting committee hearings are attached below.
2. The VPAA will communicate the results to the grievant via their Clarkson College email account and by certified mail. They will also provide a copy to the student's Program Director, Registrar, and any parties involved.
3. The VPAA office will track the number of grievances.
4. Decisions made by the Grievance Committee shall be final.

Student Grievance Form:

https://catalog.clarksoncollege.edu/assets/forms/StudentGrievancePolicyForm_updated2023.pdf

Student Parking (Policy SS-1)

Policy:

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 Clarkson College at the end of the first semester. Students who enroll at Clarkson 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.

Transcripts

Official Clarkson College transcripts will be issued via the Student Clearinghouse transcript request system and there is a fee associated for official transcripts. Clarkson College will not be responsible for loss of transcripts due to an insufficient or incorrect address. To request a transcript, follow the prompts on the Clarkson College website for Request a Transcript. Clarkson College does not issue or send transcripts from other colleges and universities.

Unofficial transcripts may be obtained by the student via MyCC or by completing an Unofficial Transcript request form via the Clarkson College webiste. Unofficial transcripts are free of charge.

Transfer Credit (Policy AA-52)

Policy:

Credit earned at other regionally accredited institutions may be transferred as acceptable credit at Clarkson College according to the guidelines listed below.

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 institution(s) where the courses were taken. A final official transcript is required after completing all courses to be transferred.
3. The General Education Director reviews course descriptions and/or topics, objectives, or other requirements to ascertain if the content of the course(s) is comparable and, therefore acceptable for transfer. Courses that do not include comparable objectives and, or requirements will not be accepted for transfer credit. Transfer guides list commonly transferred courses to facilitate transfer credit from various institutions.
4. 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.
5. Undergraduate science courses must have been completed within seven (7) years for the Associate of Science in General Studies, BSN, PTA Associates, CHL – Pre-Health Professional, Psychology, and Radiography programs.
6. The appropriate Academic Program Director, Registrar, or Assistant must grant final approval for all transfer credits to the Registrar.
7. Interprofessional Education and undergraduate Health Care 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 and require a petition for approval. 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.
9. Students are advised to consult with their academic advisor before initiating the petition process.

Academic Honors (Policy AA-16)

Policy:

Academic honors are conferred upon candidates who distinguish themselves by maintaining a high Cumulative Grade Point Average (CGPA).

Procedure:

Academic Honors:

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

Magna Cum Laude 3.75 to 3.84

Cum Laude 3.65 to 3.74

With Distinction 3.50 to 3.64

Undergraduate academic honor recipients receive a gold honor cord to wear at the graduation ceremony.

Academic Excellence Awards:

Academic Excellence Awards are bestowed at graduation to student(s) in each program with the highest CGPA.

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)

Policy:

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)

Policy:

During each semester at Clarkson College, undergraduate students enrolled in a degree program with notable academic achievements are given public recognition by the 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 coursework 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 coursework 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. The Registrar runs Dean’s List Qualifier Report and sends a notification to the Vice President of Administrative Services to print and mail the letters.
2. The Division of Communications and Development posts the Dean's List on the website.
3. The President's Office sends congratulatory emails to Students, Faculty, and Staff with a link to the Clarkson College website that displays qualifier names in each academic program.

Weather-Related School Closing (Policy OG-4)

Policy:

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 consider 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 professional development 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 am.

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 include Professional Development classes, Student Activities, Graduate Weekend, and Clinicals.

If the Director cancels weekend activity:

- Contact the Vice President of Communications and Development for appropriate communications.

COMMUNICATION

- The Vice President of Communications and Development and Facilities will contact the media, update the RAVE 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.
- Faculty or the student (if designated by the faculty) will be responsible for making sure their clinical sites have been informed of the closing.
- 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 missed work time.

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.

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:

1. Notify their immediate supervisor of their absence or intent to leave work.
2. Complete the 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)

Policy:

Students must withdraw by a specified day, depending upon the length of the course. Students can withdraw up to:

- 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 11th Wednesday of the course
12-week course	On or before the 10th Wednesday of the course

Length of Course	
7.5-week course	On or before the 5th Wednesday of the course
6-week course	On or before the 4th Wednesday 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 11th Wednesday of the course
12-week course	After the 10th Wednesday of the course
7.5-week course	After the 5th Wednesday of the course
6-week course	After the 4th Wednesday 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 academic advisor, who will submit the form to the Registrar’s Office.

Clarkson College will not be responsible for completed forms that are given to faculty or other staff for submission.

Organizational Governance-Policy Guidelines (OG-15)

Policy:

All College policies and procedures will be updated and maintained by the President’s Office and available electronically through the intranet. Policies and procedures will be coded alphanumerically and 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 must 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 name 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 section 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

- Policy documents will be electronically signed via the approval process by the Clarkson College President.

General Information

- The responsible department, at a minimum of every 3 years, will review all College policies and procedures. Policies will be reviewed as scheduled unless substantive changes are needed before that time.
- Any individual, committee, or program can bring forward a policy for review by initiating the review with the responsible department.
- Policies and procedures requiring a 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 a reviewed policy, a verbal update will be made at the Leadership Council indicating that a review of the policy was completed.
- The College President will report the results of the policy review to the College Board of Directors.
- The President's Office administrative staff will update the policy and policy review schedule to note any changes.

The schedule(s) for policy review will be posted and maintained on the intranet by the President's Office administrative staff.

Institutional Repository (Policy OG-30)

Policy:

The Clarkson College Institutional Repository (IR) is an open-access electronic repository that aims to collect, preserve, and disseminate the intellectual output of the Clarkson College community. The institutional repository can include scholarly work from students, faculty, staff, alumni, and administration.

Items eligible for the Clarkson College Institutional Repository (IR) must be:

1. Copyright eligible
2. Original work of a Clarkson College faculty, student, staff, or administrator
3. Scholarly, educational, or research-oriented in nature
4. Intended to be a permanent part of the repository.
5. The author/copyright holder must be willing to grant Clarkson College the non-exclusive right to preserve and distribute the work via the Clarkson College institutional repository.

Procedure:

Work is submitted through the institutional repository via the online form.

Student items for inclusion in the Clarkson College Institutional Repository must first be approved by the selecting faculty before submission. Faculty will determine the content to be submitted based on 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 Library & Academic Support Services has the overall responsibility for the development of library collections. The Director of the Library & Academic Support Services will use the subject expertise of faculty, input from library staff, professional and organizational recommendations, budgetary considerations, and patron recommendations when selecting materials. Accuracy, authority, appropriateness, currency, and budget will be determining factors.

Deselection of Materials

Regular removal of outdated, non-relevant, damaged, and duplicate materials helps the library maintain an up-to-date selection. Prior to the removal of an item, consultation with faculty will occur to ensure no needed and essential 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 a 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 ongoing and project basis. For large-scale purging projects, the following steps will be taken:

1. Library staff identify items for removal based on 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. Please pay sp attention to areas where information has changed recently or where it changes
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. Espe reference materials, test guides, and drug manuals.
T	Trivial	Of no discernible literary or scientific merit, usually of ephemeral interest at so 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 expec circulate or be used online at least once every few years.
E	Elsewhere Available	Consider the historical significance and uniqueness of the item in the collectio

1. After circulation and MUSTIE criteria have been examined, consult faculty to review items chosen for removal to ensure no needed items are removed.

Gift Materials

The Director of Library & Academic Support Services will accept donated items only if appropriate for the collection. The Director of Library & Academic Support Services will determine if the donated item is appropriate for inclusion in the collection and retains the right to donate or dispose of materials that do not meet collection criteria. All donations are considered unconditional gifts to be used at the library's discretion.

Student Location & Disclosures for Professional Licensure or Certification Disclosure (Policy OG-33)

Policy:

In accordance with federal, state, and the National Council for State Authorization Reciprocity Agreements (NC-SARA) requirements, Clarkson College must have policies and procedures 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 indicate whether the Clarkson College program meets licensure requirements in the state of the student's location.

Definitions (referenced by NC-SARA Policy Manual)

- **National Council for State Authorization Reciprocity Agreements (NC-SARA) and State Authorization Reciprocity Agreement (SARA):** NC-SARA is a private, nonprofit organization that helps expand students' access to postsecondary educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs through SARA. SARA provides state authorization portability for higher education institutions in the United States. NC-SARA serves as a national leader in enhancing quality and consumer protections in interstate postsecondary distance education.
- **Student Location**: Student location is the state where a student resides and is based on the permanent home address maintained in Clarkson College's student information system (SIS) at the time of initial enrollment.
- **Professional Licensure or Licensure:** Defines a process of state or other governmental entities that establishes standards of practice and gives legal permission to practice a profession by providing licenses or certifications to individuals who meet those standards.
- **Out-of-State Learning Placement:** Defines experiential learning placements such as, but not limited to, clinical rotations, internships or student teaching offered by SARA-participating institutions in locations outside their home state.
- **Professional licensure/certification program**: An educational program that can lead to professional licensure or certification to ensure a professional meets industry requirements in terms of knowledge, experience, and currency.

- **Distance Education:** Defines instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video and correspondence courses or programs.
- **Title IV -** Higher Education Act (HEA) offers financial aid for post-secondary education. Institutions that have been granted Title IV status can accommodate students who need financial assistance to get through college and graduate school.

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 or advertised for educational programs.

Clarkson College must review the state board requirements for each licensed profession in every state annually to determine whether the institution's educational programs fall within the state's regulatory oversight for professional licensure. Clarkson 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 Clarkson College's 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 maintained within Clarkson College's SIS. 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 Clarkson College's SIS.

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 MyCC. Once a student enters a new U.S. State or Territory, Clarkson College will consider that date of entry as the effective date of a student's revised location for 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 Clarkson 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.

A listing of educational programs with professional licensure or certification by the state will be included on the Clarkson College State Authorization webpage.

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 leads to professional licensure:

1. **Does meet** the state educational requirements, or
2. The institution **does not meet** the state educational requirements for the state in which the student is located.

For currently enrolled students, Clarkson College must provide a written individualized disclosure within fourteen (14) calendar days to a student if:

1. A student completes the Change of Address process and relocates to a state where the program does not meet the educational requirements for licensure or
2. The institution decides 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 the 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.

Procedure:

Responsibilities and Determination of State Licensing and Certification Requirements

The Program Director/representative who oversees educational programs that end in professional licensure or certification is responsible for maintaining the state-by-state board or professional licensure requirements. The determination of met or not met will be assigned to all educational programs, resulting in professional licensure and certification according to each U.S. State or territory. At a minimum, these requirements will be reviewed annually.

Any changes to a U.S. State or territory's board or professional licensure requirements or Clarkson College's ability to meet these requirements must be documented and updated on Clarkson College's State Authorization & Professional Licensure page on the website. The Program Directors/representatives will inform the Clinical Compliance Office and the Director of Enrollment and Advising of any changes. The Clinical Compliance Office maintains all State Authorization information and requests updates to the website from the Division of Communications and Development.

Students currently enrolled in and/or considering enrollment in a Clarkson College program are responsible and should be mindful of the implications when considering relocation to a state where the institution is not authorized. While Clarkson College endeavors to secure approval in all states where its students reside, relocating to a non-authorized state may lead to adverse outcomes such as loss of eligibility for specific financial aid options or the inability to fulfill academic program requirements.

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 or not met) for each educational program that includes a U.S. State or territory's board or professional licensure requirement.

As part of the application process, students are required to read and acknowledge that 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 Clarkson College or signing an enrollment agreement).

The Enrollment and Advising Department will determine the appropriate disclosure to be sent to the student based on the 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 the student initiates a change of student location through the Change

of Address process. When a student initiates the Change of Address process through the MyCC portal, the 14-day timeframe for disclosure begins.

Grievance Procedure

Clarkson College aims to provide a fair, timely, and transparent process by which students may file complaints or grievances relating to distance education, interstate offerings, or other matters covered by the SARA policies, and to ensure unresolved complaints may be appealed to the institution's home#state SARA Portal Entity. Clarkson College, in compliance with NC-SARA Policy Manual Section 4 (Consumer Protection), provides students with the opportunity to file a grievance through the SW-14 Student Grievance policy. If the complaint is not resolved to the students' satisfaction (except in matters of grade disputes or student conduct, which are handled by separate Clarkson College policies), the student may appeal to the institution's home state SARA Portal Entity within two (2) years of the date of the incident. The contact information for the home state is listed below:

Nebraska Coordinating Commission for Postsecondary Education
PO Box 95005
Lincoln, NE 68509-5005

The grievance procedure will be made available to students via this policy, which is also posted in the Academic Catalog and on the Clarkson College public website.

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)
- 34 CFR § 668.14(b)(32)
- NC-SARA Manual 25.1 July 1, 2025
- US Department of Education Program Participation Agreement

Financial Aid Award (Policy FA-19)

Policy:

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
  - Nebraska Careers Scholarship

    - Other
- **U.S. Department of Health and Human Services Programs**
    - Federal Nursing Student Loan
    - Nurse Faculty Loan Program
- **Institutional scholarships and grants**
- **External private loans, scholarships, and grants**

Procedure:

In order to uniformly determine the need for 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 Financial Aid and Scholarship 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 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 to the lender of their choice.

Teach-Out (Policy AA-64)

Policy:

This policy outlines the teach-out process if Clarkson College or any of its professionally accredited programs has its accreditation withdrawn, Clarkson College deems that the viability of a program is unfeasible, or in the event that forces the institution's closing. Clarkson College intends for all programs to remain viable for long periods. Clarkson College is committed to teaching out and following through with its educational commitment to its students.

Definitions from the Department of Education:

- A **teach-out agreement** means a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution or an institutional location that provides one hundred percent of at least one program offered ceases to operate before all enrolled students have completed their program of study.

- A **teach-out plan** means a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study, and may include if required by the institution's accrediting agency, a teach-out agreement between institutions.

Procedure:

Any plans for termination or action to implement the termination of a degree program must comply fully with the EC-24 Discontinuance of an Academic Program policy and this policy.

If it is determined that termination of the program is the best course of action, a proposal for termination will be submitted to the Vice President of Academic Affairs. The proposal must contain the appropriate evidence and rationale in support of the decision, a timeline and curriculum plan for the full teach-out, and a plan to notify stakeholders, including students, internal constituents, and external regulatory bodies (e.g., U.S. Department of Education, Higher Learning Commission, etc.). The Clarkson College President and Board of Directors will make the final decision to terminate the program.

Students will be notified in writing of a date for program closure as early as possible or as required by state or federal law. The notice will also include the rationale for termination, as well as any additional costs, if any, related to the program closure. Students will be provided with a clear listing of course offerings needed for program completion and a timeline for the courses that will be offered. Clarkson College will make every reasonable effort to offer the courses needed and to support students through program completion in a timely manner. Clarkson College will also work with regional schools to negotiate transfer arrangements when feasible.

Faculty and staff participating in the program will be notified in writing, as early as possible or as required by state or federal law, of a date for program closure and the rationale for termination.

In the event of a teach-out, the following procedure shall be followed for both a teach-out plan and/or a teach-out agreement:

1. Clarkson College will determine the final teach-out date.
2. Clarkson College will notify the Higher Learning Commission and all individual programs accrediting bodies that it intends to cease operations.
3. All stakeholders, including students, staff, faculty, administration, and cooperating organizations, will be notified of any change in their plans to operate.
4. Students will be provided with an individual graduation plan.
5. Instruction and services will be provided at the same level throughout the completion of the program, and qualified students will be able to complete it.
6. The teach-out plan will not increase costs to students beyond any increases already determined by the enrollment agreements students signed upon entering the program.
7. Courses required for the teach-out plan will be provided on the current campus unless the campus has been rendered unusable by fire, flood, natural disaster, or other health and safety reasons. In this case, an alternate location will be identified by Clarkson College for completion of the teach-out plan, including partnering with other institutions.
8. Clarkson College will make every attempt to retain continuous employment of the faculty and staff until the required coursework is completed pending closure.
9. Faculty and staff will receive benefits while they are still employed.
10. Arrangements will be made to ensure that graduates of Clarkson College programs have access to their transcripts and records both immediately before and after closure.

Provisional Plan

The provisional plan details the arrangements an institution makes for students when it intends to cease operating as an educational institution or when other circumstances present that require a teach-out arrangement. In circumstances where a provisional plan is required, the Board of Directors will remain until the process is complete. This plan outlines arrangements for currently enrolled students to complete their degrees.

The Provisional Plan includes the following information:

1. A complete list of currently enrolled students (redacting personally identifiable information) in each affected program at the institution, and the program requirements each student has completed.
2. A complete list of the academic programs the institution offers and the names of other institutions that offer similar programs that could potentially enter into a Teach-Out Agreement with the institution.
3. A communication plan that provides all potentially eligible students with information about how to obtain a closed school discharge and, if applicable, information on state refund policies. The Provisional Plan also includes final drafts of any planned disclosures or other communications to affected students concerning their options and the timeline for closure.
4. A record retention plan to be provided to all enrolled students (including those on leave of absence) that delineates the final disposition of student records (e.g., student transcripts, billing, financial aid records).
5. Information on the number and types of credits any teach-out receiving institution is willing to accept prior to the student's enrollment.
6. A clear statement to students of the tuition and fees of the educational program and the number and types of credits that each will accept from the receiving institution.
7. A commitment to promptly notify students of any additional costs.
8. Plans for academic and financial aid advising.
9. A list of all programmatic accreditors and state licensing agencies with which the institution submitting the Provisional Plan has a relationship, as well as the status any program holds with such entities.

Conditional Acceptance and Recitation Requirements (Policy AD-11)

Policy:

Accepted applicants who fall below the accepted GPA requirements may be accepted in one of the
following ways:

- Students who are accepted with a GPA that falls under admissions requirements, as explained in
  policy AD-1 Admission, which are 2.5 cumulative and math/science GPA for undergraduate
  programs and 3.0 cumulative GPA for graduate programs, will be accepted in a conditional
  status

- Undergraduate traditional students whose high school cumulative GPA falls below a 3.5 will be
  required to take recitation courses for courses that offer them.

- Undergraduate transfer students (those with twelve [12] or more transfer credit hours) whose
  previous college cumulative GPA falls below a 3.25 will be required to take recitation courses for
  courses that offer them

Conditional Status Procedure:

Undergraduate

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

1. Students cannot complete more than fifteen (15) credit hours/semester.
2. Students will be enrolled in the recitation course, as applicable, corresponding to the science and program course(s) they are enrolled in.
3. Maintain at least a 2.0 Cumulative Grade Point Average at Clarkson College.
4. While on conditional status, students may only earn one non-passing grade (D, F, WF, or NP) in a course. Per AA-2 Progression Policy, students must retake that course for a grade.

Conditionally accepted students will be placed in a group within the Student Information System. The

Registrar's Office will track all conditional-status undergraduate students at the end of each semester.

The Program Director and Registrar's Office 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,

students with conditional status may be removed from conditional status. Students who do not meet

the requirements will be dismissed from the program of study.

Graduate

Graduate students admitted under conditional status will remain conditional for two (2) consecutive
semesters and have completed at least six (6) hours of credit. During each semester of conditional
status, the following requirements must be met:

1. Maintain at least a 3.0 Cumulative Grade Point Average at Clarkson College.
2. Will not have any of the following end-of-the-semester course grades "C," "D," "F," "WF," "NP" during conditional status.

The Registrar's Office will track all conditional-status graduate students at the end of each semester. The
Program Director and Registrar's Office 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, students on
conditional status may be removed from conditional status. Students who do not meet the
requirements will be academically dismissed from the program of study (Policy AA-24 Dismissal).

Recitation Status Procedure:

Traditional undergraduate students whose high school cumulative GPA falls below a 3.5 and
undergraduate transfer students whose previous college cumulative GPA falls below a 3.25 will be
required to take recitation courses for courses that offer them.

- Recitation courses are available for PTA 105, RAD 262, RAD 120, RAD 125, BIO, CHM and PHY courses.
- Advisors will add these courses into the student's course sequence plans and will verify they are enrolled appropriately.

Business Ethics (Policy EC-21)

Policy:

It is the policy of Clarkson College that business will be conducted in an ethical manner. High ethical standards are necessary to maintain our tradition of excellence and maintain the pride of our community. Clarkson College expects every person who works for or provides services to the organization to adhere to high standards and to promote ethical behavior.

Procedure:

In order to maintain these standards each person will:

- Adhere to professional and regulatory requirements.
- Honestly and fairly deal with Clarkson College's internal and external clients, customers, suppliers, competitors, and financial partners. This obligation includes dealing honestly with all entities.
- Avoid conflicts of interest. Each person should avoid actual, potential, or even the appearance of conflicts of interest. A conflict of interest may exist when the employee:

1. Solicits or accepts anything of value from an actual or potential vendor.

2. Is involved in a situation in which a person has the potential to direct or influence the decision to his or her own gain, or allows a friend, relative or associate to benefit from authority or information.
3. Uses position or inside information for personal profit (i.e., kickbacks), for favorable treatment or self-enhancement.
4. Uses authority or information to affect the organization intentionally and adversely.
5. Accepts or gives gifts, gratuities or favors from any person or organization doing business or seeking to do business with Clarkson College.
6. It is important that all employees of Clarkson College avoid conflict of interest and the appearance of conflict of interest. The existence of conflict of interest does not necessarily imply wrongdoing. Any person having a substantial investment, financial interest, or compensation relationship, direct or indirect, in any supplier, client or competitor should make prompt disclosure to director/supervisor and seek approval for participation in the transaction involved.

- Treat all persons fairly, with dignity and with respect. persons are entitled to a work environment free of verbal, physical and sexual harassment, as well as free from discrimination and favoritism. Clarkson College is committed to providing an environment which emphasizes the dignity and respect of each individual.
- Treat all Clarkson College students with professionalism, respect, dignity, and compassion.
- Maintain confidentiality (HR-5 Confidentiality - internal use only). Clarkson College is committed to ensuring confidentiality of students, employees, and organizational operational information. It is the responsibility of each employee to understand and abide by this policy. Any breach of confidentiality will be subject to corrective action up to and including termination. Access to confidential information is restricted to those for whom it is necessary in order to perform their assigned job.
- Seek to serve the community of which Clarkson College is a part. Clarkson College will consider the needs of its community in determining its mission, activities, services, and business.
- Promote fair reporting to the community. All Clarkson College communications and disclosure of information and data related to Clarkson College to be clear, accurate and sufficiently complete to assure that they are not misleading. Financial and operational reports, as well as advertisements and marketing materials should be truthful, fair, and accurate. Accurate and prompt billing practices shall be maintained, and all billing issues resolved according to policies.
- Promote a safe environment conforming to the laws and regulations regarding occupational health and safety.
- Comply with all relevant laws, regulations, and published codes. All persons are responsible to abide by all relevant laws and regulatory standards, including but not limited to those that apply to civil rights; equal employment; FERPA (SS-9 FERPA);fraud and abuse; billing and collection practices; drugs and alcohol; disclosure and confidentiality; OSHA; environment protection; antitrust; taxes; professional standards.
- Report violations of these ethical standards.

Clarkson College's integrity is diminished when any of these standards are violated. Clarkson College expects every person to report any known violation to their director/ supervisor. Violators of this policy will be subject to corrective action.

Discontinuance of an Academic Program (EC-24)

Policy:

A program may be identified for potential closure and consideration of viability and efficacy. During the program review and decision-making process based on presented data, affected faculty and staff will be considered. Each student's needs related to program completion and graduation pending closure will also be considered.

Procedure:

A representative of the Executive Leadership Council will initiate the process to evaluate a program for possible closure and delegate the research and review process to a committee. If circumstances dictate, outside consultation may also be appropriate.
The Vice President of Academic Affairs (VPAA) or committee designee will present the findings and recommendation documentation to the Faculty Senate, Staff Senate, the College Affairs Council, and the Leadership Council.
If the Executive Leadership Council agrees with the decision made at the Leadership Council to keep the program open, then the program will continue as per Clarkson College requirements. If the Executive Leadership Council agrees with the decision made at the Leadership Council to close the program, then the program follows all appropriate regulatory procedures (e.g., federal, accrediting body, etc.) for closure.
When the decision is made at the Leadership Council to keep or close the Program or Department, then the Program or Department continues or starts the procedure for closure as per Clarkson College requirements. Per the Clarkson College Decision-Making Structure, if the Executive Leadership Council or Board of Directors disagrees with the decision made by the Leadership Council, then the ELC will inform the Leadership Council of this decision with justification. Until the proposal has been approved by the Board of Directors, no action will be taken to limit enrollment into the program whose discontinuance is being proposed. After the decision to discontinue the program, the VPAA and the Program Director will establish a written schedule for teaching out the program. The final decision to close a program will be communicated to the students, faculty, staff, and all required regulatory bodies by the VPAA and Program Director.

Decision-Making Procedure:

- Decisions made at Clarkson College are based upon an alignment with the organizational Mission of preparing students to professionally provide high quality, ethical, and compassionate healthcare services, and the Values of Learning, Caring, Excellence, Integrity, and Commitment.
- Clarkson College Board of Directors approves items of strategic, academic, and financial significance.
- College decisions and recommendations made by the Leadership Council (LC) are carried out by the Executive Leadership Council (ELC). Independent decisions made by ELC are presented to LC and made in the best interest of the students, faculty, and staff members in support of the Mission of the College.
- Decisions related to the Strategic Plan, enrollment and retention, communication and development, College finances, academic affairs, community programming and innovation, compliance, accreditation, and College support are discussed within the Leadership Council.
- Final curriculum review and substantive changes to policy, academic processes, and programs, as well as partnerships and services to students and the community, are approved by the LC.

The following measures may be used when considering a decision:

External Considerations:

1. Number and quality of competing programs
2. Comparison of curriculum from Clarkson College to similar institutions
3. Comparison of enrollment statistics from Clarkson College to similar institutions
4. Alignment with accrediting body standards
5. Projected employment opportunities for graduating students
6. Feedback from the program advisory council and/or alumni
7. Student's cost of the educational program in comparison to expected earning potential in the profession.
8. External environmental factors that affect the profession or higher education (examples include Medicare funding, federal or state laws, federal appropriations, grants, availability of student loans, general economic conditions, etc.).
9. Impact of program closure upon the Community, which the College serves.

Quality Considerations:

1. Program alignment with the Clarkson College mission
2. Analysis of outcomes assessment
3. Qualitative and quantitative information from accrediting bodies where appropriate.

Internal Considerations:

1. Number of inquiries for the program for the last 5 years
2. Number of applications to the program for the last 5 years
3. Number of students accepted to the program for the last 5 years
4. Number of students enrolled in the program for the last 5 years
5. Number of students graduating from the program for the last 5 years
6. Retention rate of the program for the last 5 years

7. Extent to which program graduates matriculate into higher-level degree options
8. Consideration of how discontinuing the program will impact overall College credit hours and other programs' credit hours due to minors and -multiple enrollments.
9. Review of marketing activity related to the program
10. Review of admissions activity/recruitment/outreach related to the program

Financial Considerations:

1. Analysis of program-specific marketing efforts over the last 5 years
2. The availability of resources to sustain the program at an acceptable level of academic quality
3. Expenses of the program for the last 5 years
4. Proceeds generated after costs for the last 5 years

Application and Enrollment Fee Waivers (Policy AD-4)

Policy:

The application fee and enrollment deposit can be waived at the discretion of an admissions counselor
on as needed basis. These can also be waived as relates to contractual partnerships, memorandums of
understanding (MOU), articulation agreements, and recruitment initiatives.

The application fee and enrollment deposit will be waived for current students in the following
circumstances:

1. When a student adds a second major or decided to pursue a double degree concurrently.
2. When a student enrolled in a current certificate degree seeking program applies to continue on
   in a higher-level degree program.

Procedure:

In each of the instances listed above, students must be officially admitted to the program involved

Professional Judgment (Policy FA-17)

Policy:

In accordance with the Higher Education Act of 1965 (HEA), a financial aid administrator (i.e., the
Director of Financial Aid and/or Financial Aid Counselors) may exercise professional judgment to adjust
data on the Free Application for Federal Student Aid (FAFSA) which is used to calculate the student's
eligibility for financial aid. Professional judgment is considered only on a case-by-case basis when the
student can demonstrate the existence of a special circumstance.
The Financial Aid Director and/or Financial Aid Counselors must complete the verification process on the
student's FAFSA prior to exercising professional judgment, regardless of whether the application was
selected for verification by the Central Processing System (CPS) or by the institution.

Procedure:

The student must submit a written request for professional judgment/special circumstance review to his
or her Financial Aid Counselor.

All the Clarkson College Financial Aid Counselors will review the student's request, which will either be
approved or denied. Within five (5) business days, the student's Financial Aid Counselor will notify the
student in writing of the decision. The student will also be notified of the appeals process at that time.

The student may appeal to the Director of Financial Aid if the request is denied. The financial aid
professional judgment/special circumstance appeal process does not fall under the College's grievance
policy; therefore, in accordance with the HEA, the Director of Financial Aid's decision is final.

Disbursement of Financial Aid (Policy FA-2)

Policy:

Students must have a complete financial aid file before any financial aid can be disbursed.

Procedure:

Financial aid is disbursed to the student's Clarkson College account at the beginning of each semester or as soon as funds are available. Students must meet all eligibility requirements for each award before funds can be disbursed.

Federal student loans, grants, and non-federal financial aid funds received by Electronic Funds Transfer (EFT) or paper check will be applied to the student's account within three (3) days of receipt of the funds. Federal funds can be applied to a student's account up to ten (10) days prior to classes starting.
Financial aid will be applied to tuition, fees, on-campus housing charges (if applicable), and bookstore charges (if applicable) before funds are released to the student for other educational expenses.

If the financial aid received exceeds the semester charges, the student will receive a refund. If a balance remains after financial aid is received, the student must pay the outstanding balance by the tuition payment due date.

Financial Aid Eligibility Requirements (Policy FA-20)

Policy:

To be eligible for federal, state, and most institutional or private financial aid, a student must meet certain eligibility requirements.

Procedure:

- File a Free Application for Federal Student Aid (FAFSA)
- Meet all regulatory eligibility requirements for federal financial aid including, but not limited to:
    - U.S. citizen or eligible non-citizen.
    - Have earned a High School Diploma or GED certificate.
    - Not be in default on a federal student loan or owe a refund to any federal financial aid program at any institution.
    - Have not received a conviction for any offense during a period of enrollment for which the student was receiving federal financial aid under any federal or state law involving the possession or sale of illegal drugs.
    - Re-admitted into an eligible degree-seeking program at Clarkson College.
    - Enrolled at least half-time:
        - Undergraduate students: six (6) credit hours
        - Graduate students: three (3) credit hours for each semester the student wishes to be considered for financial aid
    - Enrolled in courses that fulfill the student's degree requirements.
- Submit additional documents or information as requested by Financial Aid.

- Meet all Satisfactory Academic Progress requirements each academic term.
- Certify that federal student aid awards will be used only for educational purposes.

Satisfactory Academic Progress for Financial Aid Eligibility (FA-21)

Policy:

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.

Procedure:

Timing and Frequency of SAP Calculation

SAP for financial aid recipients will be calculated after each term of attendance once grades have been
verified by the Registrar’s Office.

Standards
As required by federal financial aid regulations, Clarkson College’s SAP policy has three standards by
which a student’s cumulative academic record must be compared. To be considered in compliance, a
student must meet all three standards outlined in this policy showing progression toward graduation.

Standard 1: Pace of Completion (Percentage of attempted credit hours completed successfully)
A student must achieve a minimum pace. Pace is the percentage of total attempted credit hours that are
completed successfully. Pace is calculated by dividing the cumulative number of successfully completed
credits by the cumulative number of attempted credits. Grades of A, B, C, D, and P are considered
successfully completed for purposes of financial aid. Grades of F, W, WP, WF, NP, and I are considered

attempted and not successfully completed for purposes of financial aid.

- Undergraduate and Graduate Standards: minimum pace of 67%
- Calculations of pace will be rounded using standard rounding rules.

Standard 2: Cumulative Grade Point Average (GPA)

A student must achieve a minimum cumulative GPA. Refer to the Grading System section of the
Clakson College Academic Catalog for more information on calculating cumulative GPA.

- 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% 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 will be 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 that 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. At the end of the warning period, the student's academic progress will be verified. Warning is a status that 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 that is not eligible for federal and non-federal financial aid.

Probation: A suspended student is placed on probation after a successful appeal. Probation is an eligible status for financial aid. The Appeal Process section in this policy provides more details on the process.

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, Enrollment and Academic Advisor, or faculty member may be included but is not required. Students must submit the Financial Aid Satisfactory Academic Progress Appeal form 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. The SAP Committee is comprised of the following individuals:

- Director of Financial Aid and Scholarships
- Student Accounts Representative
- Enrollment and Academic Advisor
- Academic Director

All students whose appeals are approved must enter into an Academic Plan that outlines terms and conditions that the student must follow during their probation term. At the end of the next academic term, when SAP is evaluated again. A student on an academic plan who does not regain eligibility and fails to meet the conditions of his or her academic plan would be placed on suspension. A student in this situation could appeal the suspension. If the appeal is successful, the student could regain eligibility under a new academic plan.

An appeal denied by the Financial Aid Committee may be forwarded to the Director of Financial Aid and Scholarships at the student's request 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 will count 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 can negatively affect a student's Pace and financial aid eligibility in the same manner as a withdrawn course. 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 to 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 to calculate SAP standards.

RN to MSN Program

In the RN to MSN program, students may have semesters where they enroll in both undergraduate and graduate-level coursework at the same time. Students in this program will be evaluated based on the undergraduate SAP policy standards until they officially graduate 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 through a notice sent to the student's official Clarkson College email and personal email.

Reinstatement of Good Standing

A student who has failed to maintain SAP standards may regain 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.

Course Load Requirements (Policy FA-6)

Policy:

Enrollment status definitions as indicated below are based on federal financial aid regulations. The
definitions apply to fall, spring and summer semesters. Only the courses which fulfill the student's
degree requirements count toward his or her enrollment status.

Procedure:

Undergraduate Students:

Enrollment Status Credit Hours

Full-time 12 or more per semester

Three-quarter time 9-11 per semester

Half-time 6-8 per semester

Less than Half-time 5 or fewer per semester

Graduate Students:

Enrollment Status Credit Hours

Full-time 6 or more per semester

Half-time 3-5 per semester

Less than Half-time 2 or fewer per semester

Help Desk (Policy IT-7)

Policy:

This policy defines the proper use, description, and procedure for the Clarkson College IT Help Desk.

Procedure:

Overview of IT Help Desk Components

- Phone (402-552-3911)
- Main use is for *critical/urgent* calls but may be used for any type of incident or request during business hours.
- Any non-critical requests received outside of normal business hours will receive a response the next business day.
- IT Help Desk App (*Office 365*) & Help Desk Email (*HelpDesk@clarksoncollege.edu*)
- Used for *normal/low-priority* incidents that can be resolved during business hours. (Do NOT use for critical requests.)
- The IT Help Desk App must be used for Service Request templates. (New Report Request, System Access Request, etc.)
- The IT Help Desk app and email are only accessible by Clarkson College employees and students.

Definitions of Support Levels

- Level 1: General support that can be provided by any member of the IT Staff.

- Password resets
- Resource availability (Where can I download MS Office for home use?)
- General troubleshooting (Is the device on? Have you rebooted?)
- Level 2: Support that is specific to a certain IT staff member's job description.
- Student information system and CRM issues -> Database staff
- Server, network, PC, 3D Printing & Training, application issues -> Systems staff
- Sim Lab, A/V, classroom issues, printer issues -> Coordinator, College Technology Services
- Policy, compliance, escalated requests -> Director of Technology Services

Support Item Response SLAs (Support Level Agreement)

Helpdesk hours of operation and response times are published on the Clarkson College website.

Coordinator, College Technology Services – Responsibility

- Will monitor incoming calls and incidents/service requests, create cases, and assign them to staff members if unable to resolve them remotely.
- Will attempt to handle Level 1 support requests.
- Level 2 calls will be forwarded to other staff members. If the urgency is high, the College Technology Services Coordinator will directly contact the next level IT staff member to alert them of the incident.

IT Staff – Responsibility

- Will assist IT staff members with unanswered calls during the week and in that person's absence.
- Answer the Help Desk line after three (3) rings
- Any incidents that have reached the 4-hour response time **MUST** be responded to immediately.

Tracking the 4-hour Response Time for Incidents in the IT Help Desk App

- An escalation notice will be released to all IT staff if a requester has not been contacted within the 4-hour SLA period. At this point, it is the responsibility of every member of the IT Staff to ensure the requester is contacted as soon as possible.

Handling of Direct Support Requests for IT Staff

- A direct support request is when an individual contacts a member of the IT department directly with a support request instead of contacting the IT Help Desk. This is disruptive to staff members and takes away their time to work on other job responsibilities and projects. It also leads to an unbalanced workload as certain staff members may receive more support requests than others. The goal of the Help Desk is to provide a single point of contact for support. This prevents delayed responses when IT staff members are out of the office.

- Upon receiving a direct support request:

- Email

- Forward the email to *HelpDesk@clarksoncollege.edu*. This will create a new incident. Update the Requester field to the actual requester's name and assign it to the correct IT staff member.

- Phone

- Create an incident for the request and assign it to the correct IT staff member.

- Provide the requester with the Help Desk phone number and politely request that the number be used in the future.

- Direct support requests will not be subject to the same response times as the IT Help Desk due to the inability to maintain consistent monitoring.

- IT staff will attempt to forward direct support requests to the Help Desk within one (1) business day when the individual is in the office (e.g., a direct request received while on vacation will be forwarded to the Help Desk within one (1) business day of the IT staff member returning to work.

Public Address System (Policy OG-3)

Policy:

The purpose of the use of the Public Address System is to alert faculty, staff, and students to possible
emergency conditions that could affect their welfare.

Procedure:

The following, in the order listed, will provide authorization for other than emergency use:

1) Director of Facilities
2) Vice President of Communications and Development
3) President

Statement of Financial Responsibility (Policy SA-12)

Policy:

All students who enroll at Clarkson College are required to sign a Statement of Financial Responsibility Agreement. The Agreement outlines the student's financial obligations to the College. It serves as the student's acknowledgment of the College's policies related to payment of charges for tuition, fees, and on-campus housing (if applicable).

Procedure:

1) All students must complete a Statement of Financial Responsibility Agreement.

- On-Campus and On-Line domestic (non-international) students must complete the Statement of Financial Responsibility form.
- International Students must complete the Certification of Financial Responsibility Agreement.

2) This Agreement is located on the students' MyCC portal and must be reviewed and signed by the student before the student is allowed to move forward with the course enrollment process.

Interprofessional Education, Intercultural Development Inventory (IDI), and Service (AA-54)

Policy:

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 healthcare 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, 2023). The ultimate goal is#to promote teamwork and#improve#collaborative skills for#optimal 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 Clarkson College-related activities in which students, administrators, faculty, and staff engage in a mutually beneficial relationship with an identified agency or group. Service reflects a holistic view, which focuses on how individuals provide high-quality, ethical, and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect theory with practice, and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity, and Excellence.

All students are required to complete Designated Service Course(s) as a component of their program of study. All graduate students will complete a minimum of one (1) service course as a part of their program of study. Undergraduate students will complete a minimum of two (2) service courses as a part of their program of study. Designated

Service Courses can be found in the Clarkson College Academic Catalog. Successful completion of service experience is required to pass the Designated Service Course(s).

All degree-seeking students will complete the Intercultural Development Inventory (IDI) and will participate in learning experiences that encourage growth in intercultural competence, defined by IDI, LLC, as “the capability to shift perspective and appropriately adapt behavior to cultural difference and commonalities.” The IDI assessment is “a theory-based, developmental psychometric instrument grounded in a comprehensive, cross-culturally validated theory of intercultural competence...” Engaging with the IDI highlights the Clarkson College Student Success Skills of Diversity, Critical Thinking, and Communication.

Procedure:

During the first semester, all incoming degree-seeking students will enroll in the IPE course and are expected to complete the first five modules. Students will then complete modules 6-8 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 for establishing an IPE experience. All IPE experiences must be pre-approved, and student reflections must be submitted within 30 days of the experience.
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.
During the first semester, all incoming degree-seeking students will complete a pre-test IDI. After completing the assessment, the students will meet with an internal Qualified Administrator (QA) of the IDI to receive their Individual Profile Report and Intercultural Development Plan (IDP) by the end of their first semester. Tracking for the pre-test assessments will be completed through the Enterprise Portal for Clarkson College, maintained by the internal QAs. Once a student has completed the pre-test assessment, they will schedule an individual debrief with one of the internal QAs. Once a student completes their debrief with a QA, the QA will mark the IDI debrief as “complete” in tracking documents maintained by the QAs.
During the final semester, students will complete a post-test IDI and have the option to debrief with an internal QA if they choose. Tracking for the post-test assessments will be completed through the Enterprise Portal for Clarkson College, maintained by the internal QAs. If a student decides to complete a debrief for their post-test assessment, the internal QAs will mark that in the QAs’ tracking documents.
Reference: IPEC 2023

Missing Student (Policy SW-34)

Policy:

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

UNMC Public Safety should be contacted at 402-559-5111.

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

Procedure:

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 contacted 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
1) 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.

2)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 the 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.

3) 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.

4) 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.

5) 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 designated to obtain public assistance in the search for any missing student.
Clarkson College 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 Clarkson College Communications Department.

Tuition Refund (Policy SA-6)

Policy:

In order for a student to receive a 100% refund of tuition and fees, the Registrar's Office must receive
the electronic Change of Registration form before the close of the business day based on the tuition
refund schedule(s) outlined below. Tuition refunds are only granted based on course withdrawal after
the add/drop period. Refunds will be applied first to unpaid balances, and any remaining balance must
be paid. Failure to do so may result in a registration hold for future semesters. Students who receive
financial aid and withdraw during the refund period may have to repay all or a portion of their awarded
financial aid. Students receiving financial aid should contact the financial aid department prior to
withdrawing from courses.

Procedure:

After the electronic Change of Registration form is processed by the Registrar's Office, the refund
schedule below will apply to tuition refunds only.

Tuition refunds at Clarkson College may be credited to the student's account based on the following
schedule if the student withdraws or takes a leave of absence after the semester begins. Refunds are
based on the day the electronic Change of Registration form is signed and submitted by the student.
This policy refers to withdrawal from ALL courses during a semester. Tuition and fees are "locked" at the
end of the add/drop period. The add/drop period ends at the close of business on the second Friday of
the semester.

The Tuition Refund schedules are viewable on the Clarkson College website under the Student Accounts
section. It is the student's responsibility to be aware of the schedule. Students may file a Petition for
Reconsideration if extenuating circumstances exist that affect the student's withdrawal and/or tuition
refund.

Full Semester (15-week session fall and spring, 12-week session summer) On-campus and Online Courses:

Before the first official day of the semester	100%
First full week of class (Second Friday after the semester begins)	100%
Second full week of class (Third Friday after the semester begins)	50%
Beginning of the third week of class	0%

1. Students who drop a course by the second Friday of the semester will receive a full refund of tuition and fees. Fees are non-refundable after the second Friday of the semester.
2. Students who withdraw from all semester course(s) after the second Friday of the semester will receive a refund as specified in the Tuition Refund Schedule referenced above.
3. Students who withdraw from a course(s) after the second Friday of the semester will not receive a refund of tuition.

6 Week and 7.5 Week (1st Session & 2nd Session) Courses:

Before the first official day of the session	100%
First three business days of the session	100%

Fourth through seventh business days of the session	50%
After the seventh day of the session	0%

* Holidays where the college is closed are not included as a business day.

The refund schedule may not apply to courses whose scheduled duration is different from those listed above, and it does not apply to Professional Development courses. For any student called to perform an active military duty that interferes with the student's ability to complete the current term of instruction, please refer to policy AA-30 Leave of Absence.

Professional Development

Director of Professional Development
Brooke Brown MSN, RN, CNRN
PH 402.552.3038
BrownBrooke@clarksoncollege.edu

Professional Development Specialist
Pam Jones
PH 402.552.3396
AHATrainingCenter@clarksoncollege.edu

Professional Development Specialist
Kay Noden
PH 402.552.6148
ProfessionalDevelopment@clarksoncollege.edu

For assistance and/or more information about programs offered, please contact ProfessionalDevelopment@clarksoncollege.edu or AHATrainingCenter@clarksoncollege.edu

Introduction

The Clarkson College Professional Development office is dedicated to assisting health care professionals in their pursuit of lifelong learning.

Professional Development encompasses a broad spectrum of programs and courses intended for adult learners. It involves developing an individual's knowledge, skills and attitudes to ensure that they can work confidently and effectively.

Learning activities may include non-degree career training, skill development for maintaining a specific career path and post-graduate continuing education. These activities are intended to build on the educational and experiential bases of individuals. They are designed to enhance practice, education, administration, and further research or theory development with the goal of improving the health of the public.

The Professional Development office seeks to provide leadership to help establish and support the development of the following objectives:

- Sustaining learner attitudes on the value of lifelong learning.
- To provide College-sanctioned continuing education activities that meet accreditation standards established by sponsoring professional societies and organizations so as to contribute to the progress, maintenance and enhancement of competent practice.
- Design, implement, evaluate, direct and administer the Nurse 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 Professional Development will contribute to the refinement, enhancement and maintenance of competence in nursing practice, theory, research, administration and nursing education. It will be planned, implemented and evaluated according to perceived, observed and/or documented needs. It should support professional and personal growth, further the nursing profession and promote self-directed learning. It will provide opportunity for increasing competence, improving patient outcomes and assisting nursing professionals, in a variety of nursing settings to expand their professional expertise. Finally, it will be innovative, anticipating change in health care systems, technologies and society.

Continuing nursing education programs may include both theory and practice. Innovative practice, in accordance with established adult education principles, will be employed and learners will be encouraged to be actively involved in the learning process. Continuing nursing education will be planned to meet a variety of learning style needs, by providing stimulating, topical, informative and participatory learning experiences. Continuing nursing education will be delivered through convenient, affordable methods and systems to reduce barriers in attendance.

Clarkson College Professional Development is an approved provider of nursing continuing professional development by the Midwest Multistate Division, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

Programs Offered through Professional Development

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) Online + Lab

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 during the day, evening, and Saturdays. College credit is not provided for this course.

Prerequisites:

- Must be 16 years of age or older
- Ability to read, write, speak and understand English,
- 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 day, 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 Online Skills Review

The online skills review will provide you with an "at your own pace" study guide including a practice written exam, skills review packet and skills videos. This is to help you prepare for the Nurse Aide State Written & Skills Exams. This is a review; not all nurse aide course material is covered, nor is any guarantee given that participation will ensure passing the Nurse Aide State Exams.

MAC 105 Medication Aide (CMA 40 hour) Online + Lab (CMA)

This course meets state of Nebraska requirements for 40-hour training 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. College credit is not provided for this course.

Prerequisites:

- Must be able to read, write, speak and understand 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

Registrants 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 plus the mandatory competency assessment 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 Medication Aide State Written Exam. This exam is included in the course fee.

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 Online Skills Review

The online skills review will provide you with an "at your own pace" study guide including a practice written exam, skills review packet and skills videos. This is to help you prepare for the Medication Aide Competency Assessment. This is a review; not all medication aide course material is covered, nor is any guarantee given that participation will ensure passing the competency assessment.

MAC 111 Medication Aide Injectable

The Medication Aide Injectable Online + Lab Course prepares the student to provide an additional activity for routine medication administration. The additional activity is medication administered by an injectable route under the direct supervision of a licensed health care professional. This course provides online instruction and hands-on clinical skills practice related to the competencies set by the Medication Aide Training per the Nebraska Health Care Association.

All medication aides must be trained in basic competency areas and standards. The employer may select to train learners in the additional activities.

Online course is available for 1 week. While there are assignment deadlines, students may work at their own pace. One in-person lab will include hands-on instruction and a skills competency assessment of five skills.

MAC 104 Medication Aide State Written Exam

The Medication Aide State Written Exam is designed for NEW medication aide students to validate that an individual understands and can safely and accurately perform the skills required to function as a medication aide. The Clarkson College Medication Aide State Written Exam program is approved by the Nebraska Department of Health & Human Services and meets all requirements set for the State of Nebraska.

Anyone previously on the Nebraska Medication Aide registry will need the Medication Aide Competency Assessment, NOT the State Written Exam.

MAA 100 Medical Assistant with Electronic Health Records (EHR)

This program was designed to help you pass the Certified Medical Administrative Assistant (CMAA) and Certified Electronic Health Record Specialist (CEHRS) exams and qualify you to become a skilled medical office administrative assistant. You'll learn to keep the front desk running smoothly, manage appointments, communicate clearly with staff, and maintain patients' health records. This program includes 8 months of full access, but it's totally self-paced, so you have the flexibility to study as much or as little as your schedule allows.

MAE 100 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 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).

MLA 100 Medical Laboratory Assistant

Through the online Medical Laboratory Assistant training program, you'll build the skills and knowledge you need to start a successful, new, and rewarding career in the industry. Through self-paced courses and a hands-on externship over 12 months, you'll learn the fundamentals of being a lab assistant, from administrative and ethical considerations to clinical procedures. Your training will also help you prepare and sit for industry exams such as the Certified Phlebotomy Technician (CPT) and Certified Medical Laboratory Assistant (CMLA) in order to become a certified medical lab assistant.

PHL 100 Phlebotomy Technician

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, to become a Certified Phlebotomy Technician (CPT).

SPT 100 Sterile Processing Technician

The Sterile Processing Technician Training is designed to help you build a strong foundation in healthcare knowledge and skills, from an understanding of how HIPAA regulations apply to your work to standard sterile processing procedures. Your coursework will also help prepare you to sit for the Certified Registered Central Service Technician (CRCST) exam offered through the Healthcare Sterile Processing Association (HSPA) so you can become a certified sterile processing technician.

This program is meant to work with your schedule. Our online classes are self-paced, meaning you can learn on the timeline that works best for you. You'll have 8 months of full program access to complete your training.

BPT 100 Behavioral and Psychiatric Health Technician

Psychiatric Technicial training teaches the skills you need to provide direct services and support to patients who display patterns of disruptive behavior that requires

management and intervention. Our program is divided into 14 courses, which cover topics including HIPAA standards, pharmacology basics, career-readiness skills, and patient education. Learners have 12 months of access to complete their program. 10 hours of dedicated training each week is recommended. This training prepares learners to sit for both the Certified Electronic Health Records Specialist exam from the National Healthcareer Association and the American Association of Psychiatric Technicians Level 1 certification exam.

MHT 100 Mental Health Technician

The Mental Health Technician program provides a comprehensive overview of how mental health technicians treat patients coping with a variety of mental health issues like drug and alcohol addiction, physical abuse, depression, anxiety, etc. The program is divided into 14 courses, which cover a number of topics including suicide awareness, developmental influences, and various communication methods. Learners have 12 months of access to complete their program. 10 hours of dedicated training each week is recommended to complete. This training prepares learners to sit for both the Certified Electronic Health Records Specialist exam from the National Healthcareer Association and the American Association of Psychiatric Technicians Level 1 certification exam.

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 automated 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 who 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. A two-year American Heart Association (AHA) certification card is provided upon successful completion of this course.

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 at their sites (dependent upon instructor availability).

LS 102 Heartcode BLS Online and Testing

Individuals who have completed the Heartcode BLS online course can schedule a skills testing session through Clarkson College Professional Development Office. A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

LS 095 Heartsaver First Aid CPR AED Course

The Heartsaver First Aid CPR AED course provides the skills to effectively assess and maintain life from the critical minutes immediately following an emergency, until the arrival of emergency medical services personnel. The course also provides corporations with a complete health and safety training solution for first aid, CPR and AED use. A two-year American Heart Association (AHA) certification is provided upon successful completion of this 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.

A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

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 300 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. A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

Student Resources

Academic Advising

Each student at Clarkson College is assigned an enrollment and academic advisor. The advisor provides assistance with course selections, graduation requirements and program progression. Enrollment and academic 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 advisor each term. Advisors also encourage students to use their student success guide in Canvas and all resources online and on campus.

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. Chromebooks are NOT supported.

	Minimum	Recommended
Operating System	Operating system: Current/mainstream version of Windows 11 Home, Windows 11 Pro or Mac OS 13 Ventura (Windows 11S and Chrome OS are not supported.)	
CPU	Quad-core CPU or better	
RAM	8 GB	8 to 16 GB
Solid State Drive (SSD)	128 GB	256 GB or higher
Wireless	Dual Band with WiFi 4, 5, or 6 capability	

Internet Access	Broadband (Cable, DSL, etc.)	
Sound Card with Speakers	Any	Any
Microphone	Any	Any
Webcam	Any	720p or higher
Printer	Any	Any

Computer Software - Clarkson College **only** accepts documents in Microsoft Office compatible formats (.doc, .docx, .xls, .xlsx, ppt., .pptx)

Microsoft Office (Required) (Word Processor, Spreadsheet, Presentation)	Latest version of Microsoft Office (Free for Clarkson College students through Microsoft 365)
Database*	Microsoft Access (via Microsoft 365)
Internet Browser (Required)	Latest version of Chrome, Firefox, Safari, Edge (Chrome is the preferred web browser for Canvas)
Media Players (Required)	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 Microsoft 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

MyCC

MyCC allows you to register for courses, process schedule changes, view grades, view an unofficial transcript, and more. MyCC accounts are created for new students upon acceptance to the College and payment of the enrollment fee has been received. MyCC 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 Senate. If you would like to form a student organization, contact Student Senate at StudentSenate@clarksoncollege.edu.

- Honor Societies
- Student Senate
- Clarkson College Student Physical Therapist Assistant Association
- Radiography Student Association
- Student Nurse Association at Clarkson College
- Student Veterans of America

For a complete listing of all student groups and organizations, see Clarkson College Connect via Anthology Engage.

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.

*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 Senate

All active students are a member of Student Senate (STS) and the STS Board represents the student body as the “official” voice at Clarkson College. The main focus of the board is to serve as a communication link between students and the College leadership, faculty and staff. It provides opportunities for leadership development and work to improve the quality of student life. The STS office is located in the Student Center on the first floor. All student groups and organizations on campus must run through Student Senate. If you are interested in getting involved or learning more about this organization, email studentsenate@clarksoncollege.edu.

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 if you are interested in the Student Ambassador experience.

Clarkson College Student Physical Therapist Assistant Association

The Clarkson College Student Physical Therapist Assistant Association (CCSPTAA) is open to all students enrolled in the Physical Therapist Assistant Program. The purpose of CCSPTAA is to offer leadership opportunities and mentorship to promote a sense of community among all Physical Therapist Assistant (PTA) students in the program. The CCSPTAA promotes professional development of PTA students getting involved in professional and cpmmunity activities. The CCSPTAA promotes the

profession and program throughout the college and community with student activities, philanthropic events, fundraising activities. The function of CCSPTAA is to foster the spirit of cooperation and unity among students, faculty and administration to enable the students to prepare for worthy citizenship through self-expression of leadership.

Jessica Niemann
NiemannJessica@clarksoncollege.edu

Radiography Student Association

Radiography Student Association (RSA) is the pre-professional organization for students enrolled in the Radiography program 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
Andrea Kwiatkowski
KwiatkowskiAndrea@clarksoncollege.edu

Student Nurses Association (SNACC)

Student Nurses Association at Clarkson College (SNACC) is the professional organization for students enrolled in undergraduate nursing programs at Clarkson College.

Our mission is to create an environment that fosters the transformation of nursing students into skilled nursing professionals. We achieve this by offering guidance, support, and a variety of learning opportunities designed to promote confidence, safety, individuality, and professionalism in our future nurses.

SNACC is proudly recognized as a constituent of the National Student Nurses Association (NSNA). Membership dues for SNACC cover the costs of national, state (NSSNA), and local (SNACC) organization memberships. By joining SNACC, students gain the chance to contribute to the college, service the community, and invest in their personal and professional growth. This involvement not only enhaces their educational experiences but also adds significant value to their resumes upon graduation.

Join SNACC to engage with peers, build your professional network, and prepare for a successful career in nursing.

Becky Allen
Allen@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.*

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 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.

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

Clarkson College - Veteran Services
101 South 42 Street, Omaha, NE 68131
PH 402.552.2746 FX 402.552.6165
studentaccountsreps@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 availble on campus for student use. Interactive technologies in labs and classrooms also provide unique learning opportunities for students.

Writing Lab

The Writing Lab assists Clarkson College students with all levels of writing. Both online and on-campus students receive assistance from writing consultants who provide direction at every stage of the writing process, including beginning a paper, writing a thesis, organizing ideas, using APA style, or simply getting feedback from a second pair of eyes.

Sessions occur either online or in person in the Writing Lab on campus. Writing Lab appointments last approximately 45 minutes with students as full participants in their writing processes and autonomous authors of their writing; consultants provide constructive feedback and suggestions for how to revise.

Following each appointment, consultants ask students' permission to send a comment sheetclient report form to their instructor discussing the appointment. In addition, faculty can refer students to the Writing Lab using our online referral form on the Writing Lab's website. The Writing Lab's website also contains helpful handouts and recorded webinars on writing tips and APA style.

For additional information or 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.

Wellness

Wellness is essential to a healthy and happy life. Whether you are a new or graduate student; just starting your career; or an employee: Clarkson College recognizes the importance of your wellbeing. We recognize seven dimensions of wellness. Each dimension of wellness is interrelated with others and each is equally vital in the pursuite of optimum health.

College is a demanding time with the challenges of school, work, family and social life. Now is the perfect time to establish wellness practices that will benefit you thorughout your career and life. This guide can help you maintain your mental and physical health now and in the future.

Emotional Wellness: Coping effectively with life and creating satisfying relationships.

Environmental Wellness: Good health through pleasant environments that support well being.

Financial Wellness: Satisfaction with curent and future financial situations.

Intellectual Wellness: Identifying ways to expand knowledge, abilities and skills.

Occupational Wellness: Personal satisfaction and enrichment from one's work.

Physical Wellness: Recognizing the need for physical activity, proper nutrition, and sleep.

Social Wellness: Developing a sense of connection, community, belonging and a support system.

Spritual Wellness: Expanding our sense of purpose and meaning in life.

Please visit Wellness | Clarkson College to find more information on resources and learn more about the eight dimensions of wellness.

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. There is an on-campus orientation held for undergraduate students in on-campus programs. An online orientation is held for all graduate students and undergraduate students in online programs.

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 (on campus and online) in achieving their academic, professional and personal goals during their time at Clarkson College. The Success Center is available to all students. The Success Center operates under the philosophy that students, regardless of previous success, can and should become better learners.

Services provided include learning individual and personalized academic success sessions, tutoring, Supplemental Instruction (SI), the Writing Lab, NetTutor, as well as career planning and job exploration. All services are offered to students at no cost. There are options for students to meet in person or virtually.

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.

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 visiting https://www.clarksoncollege.edu/student-life/campus-services/student-success/counseling-services/.

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.

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).

Additional information about the Testing Center, including hours of operation, rules and regulations, and how to schedule exams and quizzes is available on the College website. To contact the Testing Center, email testingcenter@clarksoncollege.edu or call 402.552.3034.

Financial Information

Financial Aid & Scholarships

Student Financial Aid Office
101 South 42 Street Omaha, NE 68131-2739
PH 402.552.2749 **FAX 402.552.6165**
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 funding that is available from state, institutional and private sources to assist students with expenses incurred during their career as a student in higher education. The student and/or their family will be required to cover out of pocket charges that exceed the amount of federal financial aid for which the student is eligible.

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@studentaid.gov) 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 their Clarkson College email an official award notification, a financial aid package consisting of one or more types of assistance. The student may accept or decline 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 eligible for federal student loans
- 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 MyCC (accessed through the Clarkson College website). MyCC 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 Financial Aid office will send the student notifications to the student's Clarkson College email of subsequent and revised awards.

MyCC allows the student to view, accept or decline awards and to receive specific information and complete any additional requirements associated with the awards. The student must accept financial aid award offers through MyCC 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 for paying the outstanding balance by the tuition payment due date.

Enrollment Status Requirements for Financial Aid Purposes

To receive most financial aid awards, including a student loan, the student must be enrolled at least half-time. Some financial aid awards are prorated based on a student's enrollment status.

Undergraduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	12 or more per semester
Three-quarter time	Fall, spring and summer	9-11 per semester
Half-time	Fall, spring and summer	6-8 per semester

Graduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	6 or more per semester
Half-time	Fall, spring and summer	3-5 per semester

Repayment of Financial Aid

When a student withdraws from all Clarkson College courses and the student received financial aid, he or she may be required to return/repay a certain percentage of federal financial aid that was or could have been disbursed. The amount of repayment required is based on formulas mandated by the Federal government. Federal funds that may have to be returned, in order of their required return, are unsubsidized Federal Direct Loans, subsidized Federal Direct Loans, Federal PLUS Loans, Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (FSEOG).

Students must realize this policy may result in the student owing a balance to Clarkson College and/or to the federal government.

Satisfactory Academic Progress (SAP)

Clarkson College has established a Satisfactory Academic Progress (SAP) policy in accordance with federal financial aid regulations. These regulations require that students maintain Satisfactory Academic Progress in their degree program in order to receive federal financial assistance. The purpose of these regulations is to ensure that limited federal financial assistance is disbursed only to those students who are meeting the academic standards.

The following standards apply to students in both undergraduate and graduate programs and to continuing and former students. All students must meet the academic standards before federal assistance is certified and disbursed to the student. Federal financial aid regulations state that all periods of enrollment count when assessing progress, regardless of whether or not aid was received.

Timing and Frequency of SAP Calculation

SAP for financial aid recipients will be calculated after each term of attendance once grades have been verified by the Registrar’s office.

Standards

As required by federal financial aid regulations, the Clarkson College SAP policy has three standards by which a student’s cumulative academic record must be measured.

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 Point Average 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 must be included with an appeal. The appeal must explain why the student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation.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 email 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. There is no limit on the number of times an otherwise eligible student can receive aid for repeating a course that was not successfully repeated; however, a student can receive Title IV aid for repeating a course they successfully completed only once. If a passed course is repeated more than once, it cannot be counted as credits used to determine enrollment status for Title IV financial aid purposes and it cannot be paid with Title IV funds.

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.

Notification

Once SAP is calculated after the end of each semester, students placed on Warning or Suspension will be notified of their status by a notice sent to his or her 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 FAFSA information reported by Federal Student Aid. A FWS award is not a guarantee of employment. 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 is determined by FAFSA information reported by Federal Student Aid. Several factors are used in the calculation of a student's loan award, including the student's grade level, cost of attendance, enrollment status, student aid index (SAI) 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 after census day of the first semester and the second will occur after census day 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. The graduate aggregate limit includes all federal loans received for undergraduate study.
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.
A student's grade level is determined by the student's current academic status at Clarkson College.

- Freshman: up to 30 semester hours
- Sophomore: 31-59 semester hours
- Junior/Senior: 60+ semester hours

Source:Subsidized and Unsubsidized Loans | Federal Student Aid

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 begins 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. 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 begins 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 the annual loan limits set by HRSA at the beginning of each new academic year. The maximum lifetime amount a student can borrow from the Federal Nursing Student Loan Program is $26,928.

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 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.

Scholarships are awarded each year to students who demonstrate qualities such as—but not limited to—outstanding academic achievement, leadership involvement, and financial need. Scholarship applications are accepted February 1 – March 1 and must be emailed to the Financial Aid & Scholarship Office at financialaid@clarksoncollege.edu prior to the deadline.

Scholarships include:

- New student scholarships
  - the Commitment to Excellence Scholarship
  - the Gateway to Success Scholarship
  - the Presidential Scholarship
- Returning student (Endowed) scholarships - 20 options, dependent on program and scholarship criteria
- Partnership scholarships
- External scholarships
- and Other scholarship resources

The first step to be considered for a scholarship is to be admitted to Clarkson College. We encourage you to apply for admission early to meet the scholarship application deadline.

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 Resident Advisor and Ambassador programs.

Resident Advisor

A Resident Advisor (RA) is a Clarkson College student leader who is knowledge-able about the resources, services and activities available to students residing in on-campus housing. RAs live in the Clarkson College Residence Hall and have the primary responsibility of facilitating the development of a community atmosphere. RAs are awarded a housing scholarship from the residential management corporation.

Student Ambassador

Clarkson College Student Ambassadors are students selected to assist the 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.

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.

Student to Nurse (S2RN) Sponsorship Program in Pediatrics

At Children's Nebraska, 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 2025–Summer 2026 Academic Year

Tuition	**Cost**
Undergraduate Courses	$691/ credit hour
Graduate Courses: MSN & MHA Nurse Anesthesia DNP & Ed.D.	$762 / credit hour $1133 / credit hour $998 / credit hour
Nursing Workforce Educational Rate: RN to BSN and RN to MSN Undergraduate Nursing Courses	$345 / credit hour

Course & Lab Fee Schedule	**Cost**
General Education: Lab Supplies Fee (all General Education labs)	$40 / lab
Biology and Chemistry Lab Supplies Fee	$50 / lab

Course & Lab Fee Schedule	Cost
(BIO 110L, BOI 111L, BIO 210L, BIO 211L, BIO 213L, CHM 110L,#CHM 150L, CHM 151L, CHM 240L, CHM 241L,#CHM 250L)	
Physics Lab Supplies Fee (PHY 200L, PHY 205L)	$40 / lab
Recitation Fee (BIO 110.RS, BIO 111.RS, BIO 210.RS, BIO 211.RS, BIO 213.RS, CHM 110.RS)	$50 / class
PTA Lab Supplies Fee (105L, 110L, 115L, 122L, 215L, 230L, 235L)	$30 / lab
PTA APTA Membership (PTA 106, PTA 213)	$105 / student
PTA CC Polo (PTA 106)	$45 / each
PTA Board Prep Resources Fee (PTA 213)	$150 / each
PTA Lab Videos (PTA 105, PTA105.OE)	$169 / student
PTA 105.HY01 – lab starter kit	$99 / student
PTA Recitation fee (PTA 105.RSOE, 105.RS (All RS sections))	$50 / student
PTA Capstone fee (PTA 475)	$75 / each
PTA Capstone fee (PTA 246)	$35 / each
MI Externships (DMI 385/475, DMI386/476, DMI388/478, DMI395/470, DMI393/470, DMI391/481, DMI449/450)	$75 / class
MI Printing Supplies (DMI 457)	$150 / student
MI Printing Supplies & Software	$150 / student

Course & Lab Fee Schedule	Cost
(DMI 461)	
RT Lab Fee (RAD 105L, RAD 110L, RAD 120L, RAD 125L, RAD 140L)	$30 / lab
RT Markers (RAD 140)	$22 / student
RT NSRT Dues (RAD 104, RAD 265)	$20 / class
RT Trajecsystem (RAD 265, clinical tracking)	$100 / student
RT NRST Conference (RAD 275)	$90 / student
RT RadReview Easy (RAD 110L)	$60 / student
RT Rad Tech Boot Camp (RAD 262)	$220 / student
RT One (1) Scrub set Top & Bottom and Lab Jacket (RAD 105L)	$100 / student
RT Recitation fee (RAD 262, RAD 120, RAD 125)	$50 / class
BSN Lab Fee (NRS 126, NRS 234, NRS 255, NRS 333, NRS 335, NRS 459)	$30 / class
Nursing - ATI Testing Fee - (NRS 125, NRS 233, NRS 254, NRS 332, NRS 334, NRS 355, NRS 458, NRS 467)	$415-$667 / class
Nursing - Iowa Sing – (NRS 126, NRS 355)	$15 / class
MyCE Clinical Onboarding - (NRS 333)	$40 / student
MSN: Typhon Only	$100 / student
MSN: Graduate Weekend and Typhon (NRS 830)	$290 / student
MSN: HESI Pre Cert for Nurse Practitioners	$100 / student

Course & Lab Fee Schedule (NRS 852, NRS 854, NRS 860)	Cost
CRNA - National Online Board Review Course (ANA 872)	$650 / student
CRNA - Clinical Administration Fee (ANA 951, ANA 952, ANA 953, ANA 954)	$300 / student
CRNA Lab Fee – ANA 872L, ANA 873L	$100 / each

Additional Fees & Charges	Cost
Advanced Placement Exam Fee	Varies by exam
Graduate Application Fee	$150 / each
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	$25 / each
Enrollment Fee (first-time students)	$150 / each
New Enrollment Fee (CRNA students)	$1200 / each
Late Payment Fee (charge per month, max of 4 per semester)	$35 / each
Late Registration Fee	$50 / each
Life Learning Evaluation Fee	50% of tuition
Transcripts (all students)	$10 / each
Interprofessional education – IPE Course Fee IPE 301	$140 / student
IDI cultural assessment fee	$45 / student

* The student fees for health and safety will be the responsibility of the student per specific program requirements. Estimated expense per student is $11-100. Additional fees may vary based on the student's choice of immunizations and insurance coverage plan provider.

Miscellaneous	Cost
Payment Plan Service Charge	$35 / semester
Returned Check Fee	$35 / each

Miscellaneous	Cost
Nebraska Medicine Parking Fee	Contact Parking Services at 402.559.8580
Residence Hall Rate	See Housing Costs & Contracts

Out of Pocket Expenses

Nurse Anesthesia	Cost
Research Fee	Cost varies
National Certification Exam	$995 / 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
HIM 368 Virtual lab subscription (bookstore) or HIM 333 - AHIMA VLAB Medical Coder	$195 / student $75 / student
HCA 798 ACHE Membership (optional)	$75 / student
HIM/HCA – EHRGO Subscriptions (bookstore)	$45-285/subscription type

Physical Therapist Assistant	Cost
PTA Board Exam	$800 / student

Radiography	Cost
RAD 265 Clinical Uniforms	$150 / student
RAD 285 AART Certification	$220 / student

Bachelor of Science in Nursing	Cost
RN NCLEX Exam (BSN)	$200 / exam
RN Licensure (state of Nebraska)	$123 / student
NRS 126 – Nursing uniform, pen light, stethoscope, protective equipment	$230-360 / student

All Programs	Cost
Castlebranch (account, background check and drug screen)	Vary per program $8-$170 / 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
studentaccountsreps@clarksoncollege.edu

- Student Account Payments
- Tuition Billing Statements
- Installment Payment Plan
- Tuition Refund Policy
- Student Account Credit Balance
- Tuition Assistance
- Founding Partner's verification paperwork
- COPPER Nebraska Medicine Employee Tuition Reimbursement
- Community Partner's verification paperwork

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).

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 MyCC (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 MyCC. 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 MyCC 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 and 6-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 third business day of the session. Fees are non-refundable after the third business day of the session. A change of registration fee will be assessed to the student's account beginning the fourth 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 or 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 MyCC 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 the FERPA consent form/process 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.

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.

Upcoming Academic Year Tuition & Fees

There are two components to your student account: tuition and fees. All students are charged fees for services and access/maintenance of technology. Students may be charged additional fees for enrollment in certain courses or labs where additional instructional expenses are incurred.

You may have additional out-of-pocket expenses to complete you degree, for example, board examinations. These are paid by the student directly and will not show in MyCC. Contact our Student Accounts office if you have questions.

Tuition and fees are established annually and are subject to change without notice. Students are responsible for all applicable tuition and fees associated with their enrollment.

Tuition Rates 2026-27

Category	Cost
Nursing Workforce Educational Rate: RN to BSN Undergraduate Nursing Courses	$345 per credit hour
Undergraduate Courses	$691 per credit hour
Graduate Courses – MSN & MHA	$785 per credit hour
Doctoral Courses – DNP & Ed.D.	$1,028 per credit hour
Nurse Anesthesia	$1,212 per credit hour

Program Fees

Program fees are assessed each semester over the duration of the program. These fees cover costs such as laboratory usage, exam preparation, recitation, and related services, and replace individual per-course fees. Students enrolled in multiple programs will be charged only one program fee based on their primary academic program.

Program	Fee
Bachelor of Science in Nursing	$590 per semester
Community Health	$50 per semester
Doctor of Nursing Practice	$100 per semester
DNP – Nurse Anesthesia	$300 per semester
Ed.D. – Education and Leadership	$0 per semester
General Studies	$200 per semester
Healthcare Business & Health Information Management	$0 per semester
Master of Healthcare Administration	$0 per semester
Master of Science in Nursing	$0 per semester
Medical Imaging	$50 per semester
Physical Therapist Assistant (Bachelor’s Program)	$0 per semester
Physical Therapist Assistant (Traditional & Transfer)	$225 per semester
Pre-Health	$200 per semester
Psychology	$50 per semester

Program	Fee
Radiography	$250 per semester
RN to BSN	$200 per semester

Institutional Fees

The following fees apply to students as indicated and are not specific to individual programs unless otherwise noted.

Fee	Cost
Technology Fee – Undergraduate	$350 per student per semester
Technology Fee – Graduate	$175 per student per semester
Enrollment Fee (First-Time Students)	$150 each
Enrollment Fee – Nurse Anesthesia Program	$1,500 each
Graduation Application Fee	$150 each
Payment Plan Service Charge	$40 per student
Late Payment Fee	$35 each
Late Registration Fee	$50 each
Transcript Requests	$11 per request

Course-Specific Fees

Course	Cost
HCC 230 – Immersive Journey Course	$600 per student

Housing and Related Fees

Item	Cost
Residence Hall (Single Occupancy)	$4,050 per semester
Residence Hall Deposit	$150 per student
Parking (Nebraska Medicine Campus)	Contact Parking Services at 402.559.8580

Estimated Additional Program Costs

(Not billed by Clarkson College)

Certain programs require additional expenses such as certification exams, professional licensure, background checks, and specialized materials. These are also frequently referred to as "out-of-pocket expenses." These costs are paid directly by the student.

Program	Expense	Estimated Cost
Bachelor of Science in Nursing		
	NCLEX Exam	$200
	Fingerprinting (Nebraska)	$55
	Nebraska Licensure	$123
	Uniforms and Equipment	Approximately $250
Community Health		
	Verified Credentials	$158
Health Information Management		
	AHIMA VLAB Medical Coder	$75
	EHRGO Subscriptions	$53–$203
	Verified Credentials	$158
Master of Science in Nursing		
	AANP Certification	$315
	ANCC Certification	$395
	ANCC Certification (HCA)	$395
	CNE Certification (Nebraska only)	$500
Medical Imaging		
	Verified Credentials	$158
Nurse Anesthesia		
	National Certification Exam	$1,310
Physical Therapist Assistant		
	Board Exam	$800
Radiography		
	ARRT Certification	$225

Program	Expense	Estimated Cost
Psychology		
	Verified Credentials	$158

Background checks, drug screenings, and alcohol screenings are required for certain programs. Estimated costs range from $9 to $340 depending on location and program requirements.

Policy Statement

All tuition, fees, policies, and programs are subject to change. Notice of changes will be communicated to students, faculty, and staff.

Academic Programs

Community Health

Director of General Education & Health Sciences
Jeri List, M.S.
402.552.6286
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Community Health Mission

Prepare students to professionally and critically address, sustain, and improve community health needs using an interdisciplinary approach.

Community Health 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 six concentrations which include Public Health, Human Services, Gerontology, Women's Health, Nutrition 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 insitutition. Post-associate and post-bachelors degree students receive up to 54 direct tranfer credits for general education and concentration courses. Students complete core, support, and major courses and choose one of the six concentrations which include Public Health, Human Services, Gerontology, Women's Health, Nutrition and Healthcare Business.

The **multiple 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:

- Multiple degree: Associate of Science degree in Physical Therapist Assistant and Bachelor of Science degree in Community Health
- Multiple degree: Associate of Science degree in Radiography and Bachelor of Science degree in Community Health
- Multiple degree: Associate of Science in Health Information Technology and Bachelor of Science degree in Community Health
- Multiple 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.

Nutrition - The Nutrition minor is for students interested in learning about nutrition as a key indicator of health and wellness. Students will learn foundational concepts in nutrition science across the lifespan and nutrition as a component of medical treatment, within the context of public health and human psychology.

Pre-Health Professional - The Pre-Health Professional minor is for students interested in applying to medical, dental, pharmacy, physical therapy, occupational therapy, or physician assistant programs after graduation. It provides the science and math courses needed for admission into most health sciences graduate programs. Course plans are tailored based on student interests and needs, depending upon which schools and programs they are interested in applying to.

Bachelor of Science in Community Health, Community-Based Track

Director of General Education & Health Sciences
Jeri List, M.S.
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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 six concentrations which include Public Health, Human Services, Gerontology, Women's Health, Nutrition, 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 up to 54 direct tranfer credits for general education and concentration courses. Students complete core, general, and major courses, and choose one of the six concentrations which include Public Health, Human Services, Gerontology, Women's Health, Nutrition and Healthcare Business.

The **multiple 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 of Science in Community Health. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Physical Therapist Assistant
- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Radiography
- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Health Information Technology

- Multiple degree: Bachelor of Science degree in Community Health + Bachelor of Science degree in Nursing

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

Healthcare Core

Students choose one course from each of the following Core groups (9 semester hours): Intercultural Communication (ICC) Humanities (HUM) Ethics, Empathy, and Advocacy (EEA)

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

General Courses

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
ENG 101 - English Composition I	3

Courses	Semester Hours
ENG 102 - English Composition II	3
PSY 101 - Introduction to Psychology	3
MAT 130 - College Algebra	3
MAT 310 - Statistics	3
GEN 105 - Medical Terminology	1
BIO 122 - Nutrition Science	3
HIM 180 - Essentials of Pharmacology	2
SOC 220 - Medical Sociology	2
◊ CHL 244 - Vulnerable Populations	3
CHL 243 - Trauma Informed Care	3
CHL 248 - Introduction to Grant Writing	2
HIM 224 - Anatomy and Physiology OR BIO 211 - Human Anatomy - Lecture and Lab AND BIO 213 - Human Physiology - Lecture and Lab	4 4 4

Additional General Courses

- Traditional students choose four of the six concentrations to complete.
- Post-Associate and Post-Bachelor degree students choose one concentration to complete.

Public Health Concentration

(18 semester hours)

Courses	Semester Hours
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
◊ CHL 353 - Community Engagement and Social Change	3
MAT 410 - Advanced Statistics for Public Healthcare	3
CHL 355 - Health Program Planning and Evaluation	3

Courses	Semester Hours
Total Semester Hours	15

Human Services Concentration

(18 semester hours)

Courses	Semester Hours
PSY 200 - Human Development	3
CHL 266 - Social Policy and Human Services	3
CHL 245 - Family Dynamics	1
EEA 210 - American Poverty and Healthcare	3
CHL 252 - Information and Referral	2
CHL 249 - Crisis Intervention	1
CHL 253 - Understanding the Criminal Justice System	2
◊ CHL 353 - Community Engagement and Social Change	3
Total Semester Hours	18

Gerontology Concentration

(18 semester hours)

Courses	Semester Hours
GEN 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
EEA 205 - Death and Dying	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3

Courses	Semester Hours
CHL 335 - Seminar in Gerontology	1
Total Semester Hours	18

Women's Health Concentration

(18 semester hours)

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Mammography	1
CHL 366 - Pharmacology in Women's Health	1
CHL 367 - Preventative & Restorative Topics for Women	1
BIO 122 - Nutrition Science AND PSY 101 - Introduction to Psychology AND BIO 213 - Human Physiology - Lecture and Lab AND NDM 104 - Lifecycle Nutrition I	3 3 4 3
Total Semester Hours	21

Healthcare Business Concentration

(18 semester hours)

Courses	Semester Hours
HIM 218 - Data Analysis and Visualization	3
HIM 218 - Data Analysis and Visualization	3
Total Semester Hours	6

Nutrition Concentration

(18 semester hours)

Courses	Semester Hours
BIO 122 - Nutrition Science	3
PSY 101 - Introduction to Psychology	3
NDM 104 - Lifecycle Nutrition I	3
NDM 105 - Lifecycle Nutrition II	3
NDM 106 - Medical Nutrition Therapy	3
Total Semester Hours	15

Healthcare Business Electives

Students choose two of the following electives:

Courses	Semester Hours
HIM 360 - Compliance and Legal Applications	3
HIM 333 - Classification Systems and Reimbursement Methodologies	3

Major Courses

(122 semester hours)

Courses	Semester Hours
◊ CHL 400 - Community Health Fieldwork (concentration related)	2
CHL 401 - Community Health Capstone (concentration related)	2
Total Semester Hours	4

Bachelor of Science in Community Health, Pre-Health Professional track

Director of General Education & Health Sciences

Jeri List, M.S.
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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 six concentrations which include Public Health, Human Services, Gerontology, Women's Health, Nutrition and Healthcare Business. (Note: students interested in occupational therapy complete two concentrations to meet required credit hours.)

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:** ◊

The **multiple 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 of Science in Community Health. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Physical Therapist Assistant
- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Radiography
- Multiple degree: Bachelor of Science degree in Community Health/Associate of Science degree in Health Information Technology
- Multiple degree: Bachelor of Science degree in Community Health + Bachelor of Science degree in Nursing

Required Courses for Bachelor of Science in Community Health, Pre-Health Professional track

Healthcare Core

Students choose one course from each of the following Core groups (9 semester hours): Intercultural Communication (ICC); Humanities (HUM); and Ethics, Empathy, and Advocacy (EEA).

Courses	Semester Hours
HCC Core - Healthcare Communication	3
ICC HUM EEA - Healthcare Core Courses	3
EEA Core - Ethics, Empathy, and Advocacy	3

General Courses

(37 semester hours)

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3
PSY 101 - Introduction to Psychology	3
MAT 130 - College Algebra	3
MAT 310 - Statistics	3
GEN 105 - Medical Terminology	1
BIO 122 - Nutrition Science	3
BIO 122 - Nutrition Science	3
HIM 180 - Essentials of Pharmacology	2
SOC 220 - Medical Sociology	2
◊ CHL 244 - Vulnerable Populations	3
CHL 243 - Trauma Informed Care	3

Courses	Semester Hours
SOC 101 - Introduction to Sociology	3
CHL 248 - Introduction to Grant Writing	2
Electives	1

Additional General Courses

Students will choose one concentration to complete the Bachelor of Science in Community Health (pre-occupational therapy students will choose two concentrations).

Human Services Concentration

(18 semester hours)

Courses	Semester Hours
PSY 200 - Human Development	3
CHL 266 - Social Policy and Human Services	3
CHL 245 - Family Dynamics	1
EEA 210 - American Poverty and Healthcare	3
CHL 252 - Information and Referral	2
CHL 249 - Crisis Intervention	1
CHL 253 - Understanding the Criminal Justice System	2
◊ CHL 353 - Community Engagement and Social Change	3

Gerontology Concentration

(18 semester hours)

Courses	Semester Hours
GEN 220 - Gerontology	2
CHL 241 - Programs, Services and Policies in Aging	3
EEA 205 - Death and Dying	3

Courses	Semester Hours
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 334 - Managing Care of the Older Adult	3
CHL 335 - Seminar in Gerontology	1

Women's Health Concentration

(18 semester hours)

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Mammography	1
CHL 366 - Pharmacology in Women's Health	1
CHL 367 - Preventative & Restorative Topics for Women	1

Nutrition Concentration

(18 semester hours)

Courses	Semester Hours
BIO 122 - Nutrition Science	3
PSY 101 - Introduction to Psychology	3
PSY 101 - Introduction to Psychology	3
NDM 104 - Lifecycle Nutrition I	3

Courses	Semester Hours
NDM 105 - Lifecycle Nutrition II	3
NDM 106 - Medical Nutrition Therapy	3

Healthcare Business Concentration

(18 semester hours)

Courses	Semester Hours
HIM 218 - Data Analysis and Visualization	3
HIM 218 - Data Analysis and Visualization	3
HIM 218 - Data Analysis and Visualization	3
HIM 218 - Data Analysis and Visualization	3

Dental – Health Science Concentration

(44 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 241 - Organic Chemistry - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4

Courses	Semester Hours
CHM 270 - Biochemistry - Lecture and Lab	4

Dental - Electives

Select 10 semester hours from the following courses

Courses	Semester Hours
BIO 210 - Microbiology - Lecture and Lab	4
BIO 300 - Immunology	3
BIO 301 - Kinesiology	3
BIO 310 - Genetics	3
MAT 140 - Calculus	4
HIM 240 - Introduction to Informatics	3
PSY 200 - Human Development	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Medical - Health Science Concentration

(44 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4

Courses	Semester Hours
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 241 - Organic Chemistry - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
CHM 270 - Biochemistry - Lecture and Lab	4

Medical - Electives

Select 10 semester hours from the following courses

Courses	Semester Hours
BIO 210 - Microbiology - Lecture and Lab	4
BIO 300 - Immunology	3
BIO 301 - Kinesiology	3
BIO 310 - Genetics	3
MAT 140 - Calculus	4
MAT 140 - Calculus	4
PSY 200 - Human Development	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Pharmacy - Health Science Concentration

(36 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 241 - Organic Chemistry - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
MAT 140 - Calculus	4

Pharmacy - Electives

Select 18 semester hours from the following courses

Courses	Semester Hours
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4
BIO 210 - Microbiology - Lecture and Lab	4
BIO 300 - Immunology	3
BIO 301 - Kinesiology	3
BIO 310 - Genetics	3
CHM 270 - Biochemistry - Lecture and Lab	4

Courses	Semester Hours
PHY 205 - Physics II - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
HIM 240 - Introduction to Informatics	3
PSY 200 - Human Development	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Physician Assistant - Health Science Concentration

(36 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
BIO 210 - Microbiology - Lecture and Lab	4
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 270 - Biochemistry - Lecture and Lab	4

Physician Assistant - Electives

Select 18 semester hours from the following courses

Courses	Semester Hours
BIO 300 - Immunology	3
BIO 310 - Genetics	3
BIO 301 - Kinesiology	3
CHM 241 - Organic Chemistry - Lecture and Lab	4
MAT 140 - Calculus	4
PHY 200 - Physics I - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
HIM 240 - Introduction to Informatics	3
PSY 200 - Human Development	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Physical Therapy - Health Science Concentration

(32 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4

Courses	Semester Hours
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4

Physical Therapy - Electives

Select 22 semester hours from the following courses

Courses	Semester Hours
BIO 210 - Microbiology - Lecture and Lab	4
BIO 300 - Immunology	3
BIO 310 - Genetics	3
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 241 - Organic Chemistry - Lecture and Lab	4
CHM 270 - Biochemistry - Lecture and Lab	4
MAT 140 - Calculus	4
HIM 240 - Introduction to Informatics	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3
BIO 301 - Kinesiology	3

Courses	Semester Hours
PSY 200 - Human Development	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Occupational Therapy - Health Science Concentration

(23 semester hours)

Courses	Semester Hours
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
PHY 200 - Physics I - Lecture and Lab	4
PSY 200 - Human Development	3

Occupational Therapy - Electives

Select 13 semester hours from the following courses

Courses	Semester Hours
BIO 111 - Fundamentals of Biology II - Lecture and Lab	4
BIO 210 - Microbiology - Lecture and Lab	4
BIO 300 - Immunology	3
CHM 151 - General Chemistry II - Lecture and Lab	4
BIO 310 - Genetics	3

Courses	Semester Hours
CHM 240 - Organic Chemistry I - Lecture and Lab	4
CHM 241 - Organic Chemistry - Lecture and Lab	4
MAT 140 - Calculus	4
CHM 270 - Biochemistry - Lecture and Lab	4
PHY 205 - Physics II - Lecture and Lab	4
BIO 301 - Kinesiology	3
HIM 240 - Introduction to Informatics	3
PTA 106 - Introduction to Physical Therapy	2
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 300 - Research Methods for Health and Social Sciences	3
ICC HUM EEA - Healthcare Core Courses	3

CHL- Community Health Electives	varies
PSY - Psychology Electives	varies
GEN, HCC, MAT - General Education Electives	varies

Major Courses

(4 semester hours)

Courses	Semester Hours
◊ CHL 400 - Community Health Fieldwork (concentration related)	2
CHL 401 - Community Health Capstone (concentration related)	2

Gerontology Certificate

Director of General Education & Health Sciences
Jeri List, M.S.
402.552.6286
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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

Required courses

Courses	Semester Hours
CHL 241 - Programs, Services and Policies in Aging	3
CHL 330 - Health and Physical Aspects of Aging	3
CHL 333 - Psychological and Social Aspects of Aging	3
EEA 205 - Death and Dying	3
◊ CHL 400 - Community Health Fieldwork (concentration related) OR EEA Core - Ethics, Empathy, and Advocacy OR CHL 244 - Vulnerable Populations	2 3 3

Students choose 6 credits from the following:

Courses	Semester Hours
CHL 334 - Managing Care of the Older Adult	3
GEN 220 - Gerontology	2
CHL 335 - Seminar in Gerontology	1
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
PTA 370 - Acute to Chronic Care in Physical Therapy	3

Total Semester Hours: 20-21

Human Services Certificate

Director of General Education & Health Sciences
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listjeri@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

Required courses

Courses	Semester Hours
CHL 266 - Social Policy and Human Services	3
◊ CHL 244 - Vulnerable Populations	3
CHL 245 - Family Dynamics	1
CHL 249 - Crisis Intervention	1
CHL 252 - Information and Referral	2
CHL 253 - Understanding the Criminal Justice System	2
◊ CHL 353 - Community Engagement and Social Change	3
◊ CHL 400 - Community Health Fieldwork (concentration related) OR EEA Core - Ethics, Empathy, and Advocacy AND CHL 243 - Trauma Informed Care OR PSY 200 - Human Development	2 3 3 3

Total Semester Hours: 20-21

Public Health Certificate

Director of General Education & Health Sciences
Jeri List, M.S.
402.552.6286
listjeri@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

Required courses

Courses	Semester Hours
CHL 250 - Epidemiology	3
CHL 251 - Environmental Risk Factors and Disease	3
◊ CHL 353 - Community Engagement and Social Change	3
MAT 410 - Advanced Statistics for Public Healthcare	3
CHL 355 - Health Program Planning and Evaluation	3
◊ CHL 400 - Community Health Fieldwork (concentration related) OR EEA Core - Ethics, Empathy, and Advocacy OR CHL 244 - Vulnerable Populations	2 3 3

Total Semester Hours: 20-21

Women's Health Certificate

Director of General Education & Health Sciences
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The Certificate in Women's Health is designed for those interested in studying the historical and current issues related to the growth and development of women. Students learn about psychological, social and behavioral issues along with social, political, cultural and geographical factors influencing women in the U.S. and abroad.

Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the Enrollment and Advising office, the College website, or in the Academic Policies & Procedures section (AD-1).

Required Courses for Women's Health Certificate

Required courses

Courses	Semester Hours
CHL 260 - Evolution of Women's Health	3
CHL 261 - Women's Health in Contemporary Society	3
CHL 265 - Literary Perspectives of Women's Health	3
CHL 362 - Global Issues in Women's Health	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
CHL 365 - Mammography	1
CHL 366 - Pharmacology in Women's Health	1
CHL 367 - Preventative & Restorative Topics for Women	1
◊ CHL 400 - Community Health Fieldwork (concentration related) OR EEA Core - Ethics, Empathy, and Advocacy OR CHL 244 - Vulnerable Populations	2 3 3

Total Semester Hours: 20-21

Community Health 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.

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 and Ecological Systems Theory will serve as the foundation for exploring a variety of topics that prepare students to work with diverse families.

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

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, historical and current trends, and the impact on life events and family roles. A variety of approaches to support women's mental health will be explored from a community health perspective.

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 common pharmacologic agents used for the management of selected conditions in women. Key issues related to biological sex differences and research of pharmacological therapies in women will be explored.

Semester hours: 1

CHL 367 - Preventative & Restorative Topics for Women

This course examines topics relevant to women's health such as pelvic floor dysfunction, heart disease, physical activity and exercise throughout the lifespan, oncology, and pregnancy-related matters. This course will also examine patient education practices and historical perspectives related to women's health care.

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

NDM 104 - Lifecycle Nutrition I

From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception.

Semester hours: 3

NDM 105 - Lifecycle Nutrition II

In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity.

Semester hours: 3

NDM 106 - Medical Nutrition Therapy

Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. Pre-Requisites • Introduction to Nutrition • Lifecycle Nutrition I • Lifecycle Nutrition II

Semester hours: 3

Education & Leadership

Director of Healthcare Leadership & Business
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The Clarkson College Ed.D program is an online doctoral degree designed for educators, administrators, researchers, and practitioners who aspire to excel or advance as leaders in their profession. The curriculum focuses on healthcare education and interprofessional training. This fully online, 52-credit program offers the flexibility of both part- and full-time study options, guided by experienced faculty mentors. Students engage in a supportive community that spans across the country, fostering connections with peers and faculty alike. The program's curriculum is structured to support the dissertation process, allowing students to explore original applied research within their area of choice as part of their coursework.

Program Specific Competency Goals

Upon successful completion of the Clarkson College Doctor of Education in Healthcare Education and Leadership (Ed.D.) program, students will be prepared to:

- Create educational and leadership strategies to meet the needs of diverse constituents. **(Diversity)**
- Engage in interdisciplinary communication, analysis, and problem-solving that reflects applied research best practices. **(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 organizational and educational leadership settings. **(Professional Behavior)**

***Categories in parentheses represent the relationship to Clarkson College student success skills, which are 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).

Doctor of Education (EdD) in Healthcare Education & Interprofessional Leadership

Director of Healthcare Leadership & Business
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Program Overview

Graduates of the Doctor of Education (EdD) in Healthcare Education & Interprofessional 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 behavior, policy and law, program development and assessment, and health care economics. 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 52-credit program provides opportunities to engage with a diverse community of doctoral students and faculty located throughout the state, region and country. Progression through the program is possible on a full- or part-time basis, or a combination of the two.

Program-Specific Competency Goals

Upon successful completion of the Clarkson College Doctor of Education (EdD) in Healthcare Education & Interprofessional 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 EdD 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 (EdD) in Healthcare Education & Interprofessional Leadership

Major Courses

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
EDD 798 - Foundations of Scholarly Writing	1
EDD 908 - Quantitative Research Methods	3
EDD 909 - Qualitative Research Methods	3
EDD 910 - Applied Research	3
EDD 915 - Outcomes of Healthcare in a Global Society	3

Courses	Semester Hours
EDD 918 - Organizational Systems and Behavior	3
EDD 929 - Healthcare and Education Policy and Law	3
EDD 941 - Dissertation I	2
EDD 942 - Dissertation II	2
EDD 943 - Dissertation III	2
EDD 944 - Dissertation IV	2
EDD 945 - Healthcare Economics and Financial Management	3
◊ EDD 932 - Leadership	3
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 937 - Curriculum and Program Development and Assessment	3
EDD 938 - Leadership and Diversity	3
EDD 939 - Strategic Leadership	3
EDD 960 - Trends and Issues in Healthcare Education	3
EDD 968 - Managing Organizational Conflict	3
EDD 974 - Dissertation Proposal	1
Total Semester Hours	52

Curriculum Plan of Required Courses for the Doctor of Education in Healthcare Education & Leadership (EdD) | Part-time, Fall Start*

First Year

First Semester

Courses	Semester Hours
◊ EDD 932 - Leadership	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 915 - Outcomes of Healthcare in a Global Society	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 960 - Trends and Issues in Healthcare Education	3
Total Semester Hours	3

Second Year

First Semester

Courses	Semester Hours
EDD 909 - Qualitative Research Methods	3
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 908 - Quantitative Research Methods	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 910 - Applied Research	3
Total Semester Hours	3

Third Year

First Semester

Courses	Semester Hours
EDD 945 - Healthcare Economics and Financial Management	3

Courses	Semester Hours
Total Semester Hours	3

Fourth Year

First Semester

Courses	Semester Hours
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 934 - Learning Theories and Adult Education Methods	3
Total Semester Hours	6

Second Semester

Courses	Semester Hours
EDD 937 - Curriculum and Program Development and Assessment	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 918 - Organizational Systems and Behavior	3
EDD 968 - Managing Organizational Conflict	3
Total Semester Hours	6

Fifth Year

Post-Graduate Certificate in Leadership

Director of Healthcare Leadership & Business
Vicki Bautista, Ed.D, NBC-HWC
PH 402.552.7253
bautistavicki@clarksoncollege.edu

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

Courses	Semester Hours
◊ EDD 932 - Leadership	3
EDD 980 - Independent Study in Leadership	3
EDD 938 - Leadership and Diversity	3
EDD 939 - Strategic Leadership	3
EDD 918 - Organizational Systems and Behavior	3
EDD 968 - Managing Organizational Conflict	3

Total Credit Hours: 18

Doctor of Education (EdD) in Interprofessional Leadership

Director of Healthcare Leadership & Business
Vicki Bautista, Ed.D, NBC-HWC
PH 402.552.7253
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Program Overview

Graduates of the Doctor of Education (EdD) in Interprofessional Leadership program are prepared to study leadership from an interprofessional perspective.

Offered fully online with no on-campus requirements, the 52-credit program provides opportunities to engage with a diverse community of doctoral students and faculty located throughout the state, region and country. Progression through the program is possible on a full- or part-time basis, or a combination of the two.

Program-Specific Competency Goals

Upon successful completion of the Clarkson College Doctor of Education (EdD) 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 EdD 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 (EdD) in Interprofessional Leadership

Major Courses

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
EDD 798 - Foundations of Scholarly Writing	1
EDD 908 - Quantitative Research Methods	3
EDD 909 - Qualitative Research Methods	3
EDD 910 - Applied Research	3
EDD 918 - Organizational Systems and Behavior	3
EDD 924 - Trends and Issues in Interprofessional Leadership	3
EDD 925 - Boundary Spanning Leadership	3
EDD 926 - Leading Through Change and Disruption	3
EDD 927 - Leading with Well-Being	3
EDD 941 - Dissertation I	2
EDD 942 - Dissertation II	2
EDD 943 - Dissertation III	2
EDD 944 - Dissertation IV	2
◊ EDD 932 - Leadership	3
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 937 - Curriculum and Program Development and Assessment	3
EDD 938 - Leadership and Diversity	3
EDD 939 - Strategic Leadership	3
EDD 968 - Managing Organizational Conflict	3
EDD 974 - Dissertation Proposal	1
Total Semester Hours	52

Curriculum Plan of Required Courses for the Doctor of Education in Healthcare Education & Leadership (EdD) | Part-time, Fall Start*

First Year

First Semester

Courses	Semester Hours
◊ EDD 932 - Leadership	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 927 - Leading with Well-Being	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 960 - Trends and Issues in Healthcare Education	3
Total Semester Hours	3

Second Year

First Semester

Courses	Semester Hours
EDD 909 - Qualitative Research Methods	3
Total Semester Hours	3

Second Semester

Courses	Semester Hours
EDD 908 - Quantitative Research Methods	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 910 - Applied Research	3
Total Semester Hours	3

Third Year

First Semester

Courses	Semester Hours
EDD 945 - Healthcare Economics and Financial Management	3
Total Semester Hours	3

Fourth Year

First Semester

Courses	Semester Hours
EDD 934 - Learning Theories and Adult Education Methods	3
EDD 934 - Learning Theories and Adult Education Methods	3
Total Semester Hours	6

Second Semester

Courses	Semester Hours
EDD 937 - Curriculum and Program Development and Assessment	3
Total Semester Hours	3

Third Semester

Courses	Semester Hours
EDD 918 - Organizational Systems and Behavior	3
EDD 968 - Managing Organizational Conflict	3
Total Semester Hours	6

Fifth Year

Doctoral Education & Leadership Courses

EDD 798 - Foundations of Scholarly Writing

In Foundations of Scholarly Writing, students leverage their critical thinking skills to develop cogent, economical doctoral-level written prose.

Semester hours: 1

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 instructs graduate students in qualitative research for use 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, including the 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

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 924 - Trends and Issues in Interprofessional Leadership

This course is a comprehensive study of current trends and issues, such as social, economic, political, ethical and/or cultural, affecting interprofessional leadership. Emphasis is placed on the critical review of interprofessional leadership issues.

Semester hours: 3

Restrictions and Notes:

- This course is part of the EdD in Interprofessional Leadership.

EDD 925 - Boundary Spanning Leadership

This course examines the conceptual framework of boundary spanning leadership and its application to successfully lead in the interprofessional environment. The skills and behaviors of leaders who effectively collaborate across universal boundaries will be explored in depth.

Semester hours: 3

Restrictions and Notes:

- This course is part of the EdD in Interprofessional Leadership.

EDD 926 - Leading Through Change and Disruption

Informed by leadership theory and applied research, this course prepares the interprofessional leader to successfully navigate organizational, societal, and global change and disruption while effectively leading and collaborating with purpose, passion, and compassion.

Semester hours: 3

Restrictions and Notes:

- This course is part of the EdD in Interprofessional Leadership.

EDD 927 - Leading with Well-Being

Effective leadership goes beyond traditional management skills, it requires self-awareness, resilience, and a commitment to personal and collective well-being. Students will engage with evidence-based practices to enhance their leadership effectiveness, while also developing the self-awareness and self-care techniques necessary to sustain long-term well-being.

Semester hours: 3

Restrictions and Notes:

- This course is part of the EdD in Interprofessional Leadership.

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 by initiating and reacting to change. The course is designed to provide students with a foundation in leadership theory, development, and application, with the framework to further develop knowledge, skills and attitudes required of effective leaders. Special emphasis is placed on the impact of interactions between organizational culture, leadership styles, change, and the learning community. ◊ This course emphasizes student engagement through a required service experience. **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 assessment at the program level for continuous improvement and accreditation purposes.

Semester hours: 3

EDD 938 - Leadership and Diversity

This course addresses methods of leading diverse populations in local and global settings, considering cultural differences, domestic and multinational leadership challenges, and contemporary diversity leadership issues.

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 941 - Dissertation I

During this course, the doctoral student completes Chapters 1 & 2 of the dissertation (Introduction and Literature Review).

Semester hours: 2

EDD 942 - Dissertation II

During this course, the doctoral student completes Chapter 3 of the dissertation (Methodology) and is introduced to the Institutional Review Board application process. (Previously EDD 921 Doctoral Seminar II)

Semester hours: 2

Prerequisites:

- EDD 941 - Dissertation I

EDD 943 - Dissertation III

During this course, the doctoral student completes Chapter 4 of the dissertation (Results). All dissertation research data must be collected before enrolling in EDD 943 Dissertation III.

Semester hours: 2

Restrictions and Notes:

- Prerequisite: Dissertation research/study data collection process complete.

EDD 944 - Dissertation IV

During this course, the doctoral student completes Chapter 5 of the dissertation (Results, Discussion, Future Research) and prepares a manuscript for publication.

Semester hours: 2

EDD 945 - Healthcare Economics and Financial Management

This course enables students to apply the tools of budgeting, finance, and strategy to address challenges faced by administrators/directors in higher education and healthcare settings. Topics include staffing, equipment needs, facilities planning, cost effectiveness, market analysis and financial projecting. Case studies and current events are integrated throughout the course.

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 and manifestations of organizational conflict, as well as 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

EDD 974 - Dissertation Proposal

During this course, the Doctoral Candidate prepares their Dissertation Proposal and presents it to the Dissertation Committee.

Semester hours: 1

Restrictions and Notes:

- Passing the EdD Comprehensive Exam is required before completing EDD 974.

EDD 980 - Independent Study in Leadership

EDD 980 is a course in the Post-Graduate Leadership Certificate curriculum. Through EDD 980 Independent Study in Leadership, certificate students can pursue a leadership topic or project of their choice under the supervision of an EdD faculty member. The

Independent Study course provides an opportunity for students to tailor the Post-Graduate Leadership Certificate to their individual interests, needs and aspirations, including pursuit of the Doctor of Healthcare Education and Leadership (EdD) degree. This course can be taken for one, two or three credits, as determined in consultation with the EdD director and faculty member.

Semester hours: 3

Restrictions and Notes:

- This course is part of the Clarkson College Post-Graduate Leadership Certificate curriculum.

EDD 999 - Dissertation Completion

Under the direction of the EdD Program Director and/or Dissertation Committee Chair, this one-credit course provides an opportunity for the doctoral student to continue dissertation work and progress as needed. NOTE: This course is optional and is not part of the official EdD curriculum. As such, it is not covered by financial aid.

Semester hours: 1

General Education

Director of General Education & Health Sciences
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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 undergraduate core classes, 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 21st century. Specific goals of the General Education curriculum are to:

- Provide appropriate and effective general education courses designed specifically to support the Clarkson College Mission.
- Present courses that permit students to expand their abilities in the natural sciences, mathematics, written and oral communication, the social sciences, the humanities, and history.
- Offer general education courses in formats that permit integrative and applied learning through a variety of delivery systems.
- Develop teamwork and leadership skills and talents that will provide Clarkson College students the opportunity to assume dynamic roles in their chosen profession.
- Deliver the required 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.*

Core Curriculum

Our Core Curriculum 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 Core categories at Clarkson College (these courses may not be transferred):

Healthcare Communication (designated service course)

Clarkson College offers a variety of Healthcare 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.

- **HCC 200 Communication Skills for the Healthcare Professional**
- **HCC 210 Patient Engagement, Medicine, and Mass Media**
- **HCC 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.

- **HUM 200 A Cultural History of the Healing Arts**
- **HUM 205 The History of Science, Technology, and Medicine**
- **HUM 210 American Social Movements**
- **HUM 215 Academic Travel Abroad Humanities**
- **HUM 220 World Religions**
- **HUM 230 Immersive Journeys: Stories, Service and Social Change**

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.

- **EEA 200 Healthcare Ethics**
- **EEA 205 Death and Dying**
- **EEA 210 American Poverty and Healthcare**
- **EEA 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 undergraduate Core courses from each category (outlined above) is required for students in an undergraduate program. Students have the option to choose additional general education courses for elective credit.

Undergraduate General Education Courses

BIO 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

BIO 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:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab

BIO 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

BIO 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

Restrictions and Notes:

- Prerequisites for Undergraduate Nursing: MAT 130, CHM 110, BIO 211
- Prerequisites for Community Health and Psychology: MAT 130, CHM 150, BIO 110, BIO 211

BIO 210RS - 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:

- BIO 210 - Microbiology - Lecture and Lab

Restrictions and Notes:

- Required for undergraduate conditionally admitted students.

BIO 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

Restrictions and Notes:

- Prerequisite for Community Health and Psychology: BIO 110

BIO 211RS - 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:

- BIO 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

BIO 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:

- BIO 211 - Human Anatomy - Lecture and Lab

Restrictions and Notes:

- Additional Prerequisites for Undergraduate Nursing: CHM 110
- Additional Prerequisites for Community Health and Psychology: BIO 110, CHM 150

BIO 213RS - 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:

- BIO 213 - Human Physiology - Lecture and Lab

Restrictions and Notes:

- Required for undergraduate conditionally admitted students.

BIO 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: 3

Prerequisites:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab
- BIO 111 - Fundamentals of Biology II - Lecture and Lab
- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab

Restrictions and Notes:

- BIO 213 may be taken concurrently

BIO 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:

- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab

BIO 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:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab

- BIO 111 - Fundamentals of Biology II - Lecture and Lab

CHM 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:

- MAT 130 - College Algebra

Restrictions and Notes:

- MA 130 may be taken concurrently

CHM 110RS - Fundamentals of 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:

- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Restrictions and Notes:

- Required for undergraduate conditionally admitted students.

CHM 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:

- MAT 130 - College Algebra

CHM 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:

- CHM 150 - General Chemistry - Lecture and Lab
- MAT 130 - College Algebra

CHM 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:

- CHM 150 - General Chemistry - Lecture and Lab
- CHM 151 - General Chemistry II - Lecture and Lab
- MAT 130 - College Algebra

CHM 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:

- CHM 150 - General Chemistry - Lecture and Lab
- CHM 151 - General Chemistry II - Lecture and Lab
- CHM 240 - Organic Chemistry I - Lecture and Lab
- MAT 130 - College Algebra

CHM 270 - Biochemistry - Lecture and Lab

Biochemistry is a study of biomolecules, including enzymology, cellular metabolism, and gene expression.

Semester hours: 4

Prerequisites:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab
- CHM 150 - General Chemistry - Lecture and Lab

- MAT 130 - College Algebra

EEA 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

EEA 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

EEA 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

EEA 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

EEA 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:

- Core courses must be taken at Clarkson College.

Course Options:

- EEA 200 - Healthcare Ethics
- EEA 205 - Death and Dying
- EEA 210 - American Poverty and Healthcare
- EEA 215 - Abnormal Psychology

ENG 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

ENG 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

Prerequisites:

- ENG 101 - English Composition I

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

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 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

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: 1

Restrictions and Notes:

- Students may elect to take this course for 1, 2 or 3 credit hours.

HCC 200 - Communication Skills for the Healthcare Professional

This course will prepare students for effective professional communication through a variety of channels, including, but not limited to: public speaking, communication through technology (email, video conferencing, etc.), patient interaction, interpersonal communication, etc. Effective communication is crucial when delivering quality care. This course seeks to assist students in improving clinical relationships with patients and colleagues. As part of coursework, this course emphasizes student engagement using a required service experience of 15 hours throughout the course. **This course emphasizes student engagement using a required service experience.**

Semester hours: 3

HCC 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. As part of coursework, this course emphasizes student engagement using a required service experience of 15 hours throughout the course.

Semester hours: 3

HCC 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. As part of coursework, this course emphasizes student engagement using a required service experience of 15 hours throughout the course.

Semester hours: 3

HCC 230 - Immersive Journeys: Stories, Service, and Social Change

Faculty and community leaders will serve as co-facilitators to assist students in building bridges of understanding and knowing others in a meaningful way. Through a collaborative approach, students will gain self and global awareness through the study of culture, politics, economics and healthcare, along with other aspects of diversity. This hybrid class consists of pre-trip preparations and post-trip assignments, meeting as a group monthly during the semester.

Semester hours: 3

HCC Core - Healthcare Communication

Clarkson College offers a variety of Healthcare 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. These courses emphasize student engagement using a required service experience.

Semester hours: 3

Restrictions and Notes:

- Core courses must be taken at Clarkson College.

Course Options:

- HCC 200 - Communication Skills for the Healthcare Professional
- HCC 210 - Patient Engagement, Medicine and Mass Media
- HCC 220 - Communicating Confidently Across Cultures
- HCC 230 - Immersive Journeys: Stories, Service, and Social Change

HUM 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

HUM 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

HUM 210 - American Social Movements

America has a rich history of social and reform 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 American history,#as well as current social movements: antebellum reform movements; the Progressive Era; the New Deal; the 1960s;#and the 21st#century. 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

HUM 215 - Academic Travel Abroad Humanities

This Academic Travel Abroad course satisfies the Humanities Core requirement. A short-term travel abroad experience serves as the keystone of this hybrid course, 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

HUM 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

HUM 290 - Special Topics in Humanities

Taken through Academic Travel Abroad (ATA), this course offers a firsthand exploration of the historical and artistic identity shaped by diverse global cultures. Emphasizing non-American contexts, students will examine the interplay of history (people, places, ideas, events) and the arts (architecture, sculpture, literature, painting) that reflect unique cultural identities across different regions of the world. This ATA course may be taken in conjunction with HUM 215 or used as an elective. The course may be repeated as different cultures are visited and studied.

Semester hours: 0

Restrictions and Notes:

- Variable credit (1 - 3 semester hours)

HUM 291 - Special Topics in Humanities

Taken through Academic Travel Abroad (ATA), this course offers a firsthand exploration of the historical and artistic identity shaped by diverse global cultures. Emphasizing non-American contexts, students will examine the interplay of history (people, places, ideas, events) and the arts (architecture, sculpture, literature, painting) that reflect unique cultural identities across different regions of the world. 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

HUM 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:

- Core courses must be taken at Clarkson College.

Course Options:

- HUM 200 - A Cultural History of the Healing Arts
- HUM 205 - History of Science, Technology, and Medicine
- HUM 210 - American Social Movements
- HUM 215 - Academic Travel Abroad Humanities
- HUM 220 - World Religions

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

MAT 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

MAT 140 - Calculus

A study of functions, limits, and derivative and integral calculus with applications to the health care field.

Semester hours: 4

Prerequisites:

- MAT 130 - College Algebra

MAT 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

MAT 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:

- MAT 310 - Statistics

PHY 200 - Physics I - Lecture and Lab

Physics I is a study of the fundamental laws of mechanics and momentum, energy, thermodynamics, waves, and fluids.

Semester hours: 4

Prerequisites:

- MAT 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:

- MAT 130 - College Algebra
- PHY 200 - Physics I - Lecture and Lab

SOC 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

SOC 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:

- SOC 101 or equivalent is recommended before registration

General Studies

Director of General Education & Health Sciences
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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, the College website, or in the Academic Policies & Procedures section (AD-1).

Associate of Science in General Studies

Director of General Education & Health Sciences
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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, the College website, or in the Academic Policies & Procedures section (AD-1).

Program Specific Competency Goals

Upon completion of the Associate of Science in General Studies degree, graduates will:

- Secure and apply a strong foundational knowledge in a variety of subject areas, including English, mathematics, humanities, natural sciences, and social sciences **(Critical Thinking)****
- Demonstrate effective communication and critical thinking to solve problems. (**Communication and Critical Thinking**)**
- Gain exposure to and interact with different professional fields of study and diverse populations. (**Professionalism and Diversity**)**
- Be equipped with essential technological skills to explore future professional and educational opportunities. (**Technology**)**

*** 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.*

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 Associate of Science in General Studies

General Courses

(51 Semester Hours)

Courses	Semester Hours
IPE 301 - Interprofessional Education	0

Courses	Semester Hours
GEN 101 - Strategies for Success	1
GEN 251 - Wellness for the Healthcare Professional	1
◊ CHL 244 - Vulnerable Populations	3
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3
MAT 130 - College Algebra	3
PSY 101 - Introduction to Psychology	3
SOC 101 - Introduction to Sociology	3
MAT 310 - Statistics	3
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
Electives	18

*GEN 251 is a variable credit course. A.S. in General Studies students will take the course as a 3 credit course.

Core Courses

(9 semester hours)

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Healthcare Administration & Management

Director of Healthcare Leadership & Business
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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 degree in Healthcare Business Management which features concentrations in Management, Project Management, Artificial Intelligence, or Cybersecurity. We'll help you choose an educational plan that is right for you. Because our programs are offered online and accelerated, you'll have as much flexibility and convenience as you need.

Mission

The mission of the Healthcare Administration & Management programs is to prepare students for leadership roles in healthcare delivery systems through high quality, ethical and compassionate health business education.

Healthcare Business Minor

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
BUS 110 - Microsoft Office Applications	4

Courses	Semester Hours
BUS 262 - Business Communication and Marketing	3
BUS 307 - Principles of Management and Change Leadership	3
BUS 318 - Human Resources and Organizational Behavior	3
BUS 357 - Healthcare Accounting and Financial Management	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.*

Bachelor of Science in Healthcare Management

Introduction

The Bachelor of Science in Healthcare Management offers four concentrations to appeal to your specific interests. The concentratios include Cybersecurity, Artificial Intelligence Literacy, Project Management, and Management. Your academic advisor can assist you in developing a degree plan that works for you.

Program Specific Competency Goals

Upon completion of the Bachelor of Science in Healthcare 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 Management at Clarkson College, students must successfully complete a total of 120 semester hours. These hours must be distributed as follows:

- **General Courses= 64 semester hours**
- **Core Courses = 9 semester hours**
- **Major Courses = 28 semester hours**
- **Concentration Courses = 19 semester hours**

The Clarkson College Bachelor's degree in Healthcare 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. The Clarkson College Bachelor's degree in Healthcare Management offers four concentration options: Management, Cybersecurity, Artificial Intelligence Literacy or Project Management.

Multiple Degree Options

The **multiple 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 of Science in Healthcare Management. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Bachelor of Science in Healthcare Management/Associate of Science in Physical Therapist Assistant
- Bachelor of Science in Healthcare Management/Associate of Science in Health Information Technology

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 Management

General Courses

(64 semester hours)

Courses	Semester Hours
BUS 110 - Microsoft Office Applications	4
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3
GEN 105 - Medical Terminology	1
IPE 301 - Interprofessional Education	0
MAT 130 - College Algebra	3
MAT 310 - Statistics	3
Electives	47
Total Semester Hours	64

Core Courses

(9 semester hours) ICC, HUM, EEA 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.

Courses	Semester Hours
HUM Core - Humanities	3
HCC Core - Healthcare Communication	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Major Courses

(28 semester hours) All courses are 7.5 weeks or 6 weeks in duration except for BUS 499, which is only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
BUS 140 - Healthcare Delivery Systems	2
BUS 262 - Business Communication and Marketing	3
BUS 318 - Human Resources and Organizational Behavior	3
BUS 375 - Concepts of Leadership	2
BUS 411 - Operations and Quality Management	3
BUS 450 - Strategic Management	3
◊ BUS 499 - Capstone	3
HIM 215 - Data Management	3
HIM 240 - Introduction to Informatics	3
HIM 360 - Compliance and Legal Applications	3
Total Semester Hours	28

Management Concentration

(19 semester hours)

Courses	Semester Hours
BUS 307 - Principles of Management and Change Leadership	3
BUS 335 - Managing Healthcare Departments	3
BUS 357 - Healthcare Accounting and Financial Management	4
HIM 333 - Classification Systems and Reimbursement Methodologies	3
BUS 425 - Project Management	3
HIM 218 - Data Analysis and Visualization	3
Total Semester Hours	19

Project Management Concentration

(19 semester hours)

Courses	Semester Hours
PMM 101 - Introduction to Project Management	3
BUS 307 - Principles of Management and Change Leadership	3
PMM 102 - Project Planning	3
PMM 103 - Project Execution	3
PMM 104 - Advanced Project Management, Practicum	3
BUS 357 - Healthcare Accounting and Financial Management	4
Total Semester Hours	19

Cybersecurity Concentration

(19 semester hours)

Courses	Semester Hours
CYB 101 - Intro to Cybersecurity	3
CYB 102 - Career Navigation & Exploration in Cybersecurity	3
CYB 103 - Network & System Security	3
CYB 104 - Cybercrime & Governance	3
CYB 106 - Ethical Hacking	3
CYB 105 - Security Operations	3
Total Semester Hours	18

Artificial Intelligence (AI) Literacy Concentration

(19 semester hours)

Courses	Semester Hours
AIL 101 - AI for Everyone	3

Courses	Semester Hours
AIL 102 - AI for Decision-Making	3
AIL 103 - AI for Creativity and Design	3
AIL 104 - AI Ethics	3
HIM 340 - Healthcare Informatics	3
HIM 218 - Data Analysis and Visualization	3
Total Semester Hours	18

Master in Healthcare Administration

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 Courses = 30 semester hours**
- **General Elective Courses = 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: ◊

Multiple Degrees Option

The **multiple 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 Master in Healthcare Administration. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The option includes:

- Multiple degree: Master in Healthcare Admistration/Master of Science in Nursing - Nursing Healthcare Administration

Required Courses for Master in Healthcare Administration

Major Requirement Courses

(30 semester hours) All classes are 7.5 weeks or 6 weeks in duration

Courses	Semester Hours
HCA 798 - Fundamentals of Scholarly Writing in APA	1
HCA 800 - Ethics in Leadership	2
HCA 802 - Healthcare Delivery Systems	3
HCA 808 - Healthcare Leadership	3
◊ HCA 818 - Organizational Behavior	3
HCA 821 - Healthcare Data Analytics	3
HCA 826 - Healthcare Strategic Management	3
HCA 828 - Financial Management in Healthcare	3
HCA 833 - Healthcare Quality and Risk Management	3
HCA 837 - Leading Change	3
HCA 900 - Capstone	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	30

Major Course (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
HCA 813 - Healthcare Law and Policy	3
HCA 819 - Human Resources	3

Courses	Semester Hours
HCA 836 - Healthcare Project Management	3
HCA 839 - Healthcare Reimbursement	3
HCA 845 - Management of Health Information	3
HCA 846 - Fundamentals of Informatics	3
HCA 848 - Systems and Database Design	3
HCA 850 - Healthcare Information Systems	3
HCA 899 - Independent Study for Healthcare Administration	1
◊ HCA 903 - Internship	3
Electives	9

Sample Curriculum Plan for the Masters in Healthcare Administration Program

First Year

First Semester

Courses	Semester Hours
HCA 798 - Fundamentals of Scholarly Writing in APA	1
HCA 800 - Ethics in Leadership	2
HCA 808 - Healthcare Leadership	3
Total Semester Hours	6

Second Semester

Courses	Semester Hours
◊ HCA 818 - Organizational Behavior	3
HCA 837 - Leading Change	3
Total Semester Hours	6

Third Semester

Courses	Semester Hours
HCA 821 - Healthcare Data Analytics	3
HCA 828 - Financial Management in Healthcare	3
Total Semester Hours	6

Second Year

First Semester

Courses	Semester Hours
HCA 802 - Healthcare Delivery Systems	3
Electives	3
Total Semester Hours	6

Second Semester

Courses	Semester Hours
HCA 833 - Healthcare Quality and Risk Management	3
Electives	3
Total Semester Hours	6

Third Semester

Courses	Semester Hours
HCA 826 - Healthcare Strategic Management	3
Electives	3
Total Semester Hours	6

Third Year

First Semester

Courses	Semester Hours
HCA 900 - Capstone	3

Courses	Semester Hours
Total Semester Hours	3

Total Semester Hours - 39

Post-Graduate Certificate in Healthcare Administration

Post-Graduate Certificate Option

The purpose of the Post-Graduate 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-Graduate certificate represents the student's successful completion of the required courses in healthcare administration, which equals 21 credit hours.

The Clarkson College Post-Graduate 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. All courses are offered in an online format.

Program Specific Competency Goals

Upon completion of the Post-Graduate 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-Graduate Certificate in Healthcare Administration

Major Courses

All classes are 7.5 weeks or 6 weeks in duration

Courses	Semester Hours
HCA 798 - Fundamentals of Scholarly Writing in APA	1
HCA 800 - Ethics in Leadership	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
HCA 802 - Healthcare Delivery Systems	3
HCA 808 - Healthcare Leadership	3
◊ HCA 818 - Organizational Behavior	3

Courses	Semester Hours
HCA 813 - Healthcare Law and Policy	3
HCA 819 - Human Resources	3
HCA 821 - Healthcare Data Analytics	3
HCA 826 - Healthcare Strategic Management	3
HCA 828 - Financial Management in Healthcare	3
HCA 833 - Healthcare Quality and Risk Management	3
HCA 836 - Healthcare Project Management	3
HCA 837 - Leading Change	3
HCA 839 - Healthcare Reimbursement	3
HCA 846 - Fundamentals of Informatics	3

Total Semester Hours 18

Minor in Project Management

Fifteen to sixteen semester hours of foundation courses provide you with general project management knowledge. The project management minor courses may also be applied toward General Education electives.

All courses are 8-weeks in duration.

Note: Your academic program advisor can assist you in developing a degree plan to incorporate the project management minor. A change of Academic Interest form will need to be completed to add a project management minor to your academic plan.

Required Courses for Minor in Project Management

Curriculum Requirements

(16-15 Semester Hours)

Courses	Semester Hours
PMM 101 - Introduction to Project Management	3
PMM 102 - Project Planning	3

Courses	Semester Hours
PMM 103 - Project Execution	3
BUS 318 - Human Resources and Organizational Behavior	3
BUS 357 - Healthcare Accounting and Financial Management	4
Total Semester Hours	16

Graduate Certificate in Healthcare Informatics

Graduate Certificate Option

The purpose of the Graduate Certificate option is to provide additional opportunities for students who have gained a baccaluaureate degree or for current graduate students to gain knowledge within a specialty at Clarkson College. The 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. All courses are offered in an online format.

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
HCA 846 - Fundamentals of Informatics	3
HCA 845 - Management of Health Information	3
HCA 848 - Systems and Database Design	3
HCA 850 - Healthcare Information Systems	3
HCA 821 - Healthcare Data Analytics	3
HCA 836 - Healthcare Project Management	3
Total Semester Hours	18

Minor in Artificial Intelligence Literacy

Sixteen semester hours of foundation courses provide you with general artificial intelligence literacy knowledge. The artificial intelligence literacy minor courses may also be applied toward General Education electives.

All courses are available in either 14-weeks or in an accelerated 8-week format.

Note: Your academic program advisor can assist you in developing a degree plan to incorporate the artificial intelligence literacy minor. A change of Academic Interest form will need to be completed to add a project management minor to your academic plan.

Required Courses for Minor in Artificial Intelligence Literacy

Curriculum Requirements

(16 Semester Hours)

Courses	Semester Hours
BUS 110 - Microsoft Office Applications	4
AIL 101 - AI for Everyone	3
AIL 102 - AI for Decision-Making	3
AIL 104 - AI Ethics	3
HIM 215 - Data Management	3
Total Semester Hours	16

Certificate in Artificial Intelligence Literacy

This program emphasizes practical applications of AI, rather than mathematics, theory, and coding. AI Literacy equips students with the knowledge and skills needed to leverage AI tools and solutions in real-world contexts, preparing students for a multitude of roles. Each course is designed to offer hands-on, project-based learning opportunities, enabling students to develop applications that demonstrate their understanding and the capabilities of AI. This approach ensures that graduates are not only theoretically knowledgeable but are also adept at applying AI solutions in a variety of settings.

Required Courses for Certificate in Artificial Intelligence Literacy

Courses	Semester Hours
BUS 110 - Microsoft Office Applications	4
AIL 101 - AI for Everyone	3
AIL 102 - AI for Decision-Making	3
AIL 103 - AI for Creativity and Design	3
AIL 104 - AI Ethics	3
HIM 340 - Healthcare Informatics	3

Courses	Semester Hours
Total Semester Hours	19

Certificate in Cybersecurity

Corporations, governments, and individuals are all under threat of digital attacks, a risk that is more easily facilitated by an ever-evolving automated technology infrastructure. Earning this cybersecurity certificate may expand career opportunities in the growing field of low or no-code cybersecurity. This certificate will prepare students with the modern tools and deep understanding needed to navigate the security landscape.

Required Courses for Certificate in Cybersecurity

Courses	Semester Hours
CYB 101 - Intro to Cybersecurity	3
CYB 102 - Career Navigation & Exploration in Cybersecurity	3
CYB 103 - Network & System Security	3
CYB 104 - Cybercrime & Governance	3
CYB 106 - Ethical Hacking	3
CYB 105 - Security Operations	3
Total Semester Hours	18

Certificate in Project Management

Project management is the backbone of today's economy, where businesses live or die by their ability to deliver complex projects on time and within budget. With technology and global competition reshaping industries at a dizzying pace, demand has surged for employees who can navigate risk, lead diverse teams, and bring structure to chaos. Prepare to meet a critical need by studying project management. Students will learn to transform ideas into results in a world where execution is everything and develop a skillset that has become a competitive advantage in virtually every industry.

Required Courses for Certificate in Project Management

Courses	Semester Hours
PMM 101 - Introduction to Project Management	3
PMM 102 - Project Planning	3
PMM 103 - Project Execution	3
PMM 104 - Advanced Project Management, Practicum	3
BUS 307 - Principles of Management and Change Leadership	3
BUS 357 - Healthcare Accounting and Financial Management	4
Total Semester Hours	19

Certificate in Healthcare Management

The certificate in Healthcare Management provides you with opportunities to learn about the intersection of business management, leadership, and healthcare. This fully-online certificate can be completed in as few as 3 semesters. You'll learn about finance, management, informatics, economics, human resources and leadership, all tailored to the health care environment, from experienced faculty.

Required Courses for Certificate in Healthcare Management

Courses	Semester Hours
BUS 110 - Microsoft Office Applications	4
BUS 307 - Principles of Management and Change Leadership	3
BUS 335 - Managing Healthcare Departments	3
BUS 357 - Healthcare Accounting and Financial Management	4
BUS 425 - Project Management	3
HIM 218 - Data Analysis and Visualization	3
Total Semester Hours	20

Undergraduate Healthcare Administration & Management Courses

AIL 101 - AI for Everyone

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them (but less than you think). More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up to date on one of the most transformative technologies of our lifetimes.

Semester hours: 3

AIL 102 - AI for Decision-Making

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, you'll learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening new career paths and personal growth.

Semester hours: 3

AIL 103 - AI for Creativity and Design

Generative AI has introduced a new paradigm of AI: the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, you'll learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, you'll integrate AI tools into a variety of creative skill sets, and your own projects, building new avenues for creativity in your career.

Semester hours: 3

AIL 104 - AI Ethics

Have you ever heard someone say that AI could take over the world? As drastic as that may sound, AI poses substantial ethical risks to businesses, people, and anyone taking advantage of the technology. Therefore, learning the ethical theories and legal frameworks surrounding AI is critical for anyone using AI tools. This course will explore the ethical standards and legal requirements in AI deployment, covering topics such as bias, privacy, and governance.

Semester hours: 3

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 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

BUS 450 - Strategic Management

Strategic Management 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

BUS 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

BUS 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.

CYB 101 - Intro to Cybersecurity

In today’s world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

Semester hours: 3

CYB 102 - Career Navigation & Exploration in Cybersecurity

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you’ll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you’ll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them.

Semester hours: 3

CYB 103 - Network & System Security

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

Semester hours: 3

CYB 104 - Cybercrime & Governance

This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem.

Semester hours: 3

CYB 105 - Security Operations

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct

investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place.

Semester hours: 3

CYB 106 - Ethical Hacking

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system.

Semester hours: 3

CYB 107 - The Future of Cybersecurity

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks.

Semester hours: 3

PMM 101 - Introduction to Project Management

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations.

Semester hours: 3

PMM 102 - Project Planning

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success.

Semester hours: 3

PMM 103 - Project Execution

In the modern work environment, the project lifecycle always involves unforeseen challenges that require the project manager to adjust. Successful project implementation and closure requires conviction and trust in processes and personnel. Both are vital parts of a project's success and indicate how future projects will be

managed. This course covers project execution, monitoring / control, implementation / handover, DevOps, and project closure and prepares students for Project Management Practicum and Internship.

Semester hours: 3

PMM 104 - Advanced Project Management, Practicum

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance, and other topics to help contextualize project work.

Semester hours: 3

PMM 105 - Project Management Fundamentals

This course provides foundational knowledge of project management principles, covering project lifecycle, methodologies, and core responsibilities of project managers across industries.

Semester hours: 3

PMM 106 - Predictive Project Planning

This course focuses on developing detailed project plans, including scope, schedules, budgets, and resource allocations, while balancing project constraints.

Semester hours: 3

PMM 107 - Managing Risk & Uncertainty

This course focuses on identifying, planning for, and mitigating risks across the project lifecycle. While the project planning course covers predictable elements, this course complements it by teaching students to anticipate, assess, and respond to uncertainties in projects.

Semester hours: 3

PMM 108 - Project Execution, Monitoring & Control

This course covers performance monitoring, quality assurance, and corrective actions to ensure projects stay on track and meet objectives.

Semester hours: 3

Graduate Healthcare Administration & Management Courses

HCA 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

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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

HCA 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

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

Restrictions and Notes:

- Undergraduate accounting/finance or experience strongly recommended

HCA 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

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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

HCA 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

HCA 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

HCA 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

HCA 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

HCA 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

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

HCA 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:

- HCA 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.

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA
- HCA 802 - Healthcare Delivery Systems
- HCA 826 - Healthcare Strategic Management
- HCA 828 - Financial Management in Healthcare
- HCA 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

HCA 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.

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA

Co-requisites:

- HCA 905 - Capstone Project II

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA
- HCA 904 - Capstone Project I

Co-requisites:

- HCA 904 - Capstone Project I
- HCA 906 - Capstone Project III

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

HCA 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:

- HCA 798 - Fundamentals of Scholarly Writing in APA
- HCA 904 - Capstone Project I

Co-requisites:

- HCA 905 - Capstone Project II

Restrictions and Notes:

- Students cannot complete all three capstone courses in one semester.

Health Information Management

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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 (HIM) 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 our programs are offered online, you'll have as much flexibility and convenience as you need.

Mission

The mission of the Health Information Management program is to prepare students for entry-level to advanced roles in healthcare delivery systems through high quality, ethical and compassionate health information management education.

Health Data Analytics Certificate

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 MAT 310 & MAT 410 which are only offered in a full-semester format (15- or 12-weeks in duration).

Courses	Semester Hours
HIM 215 - Data Management	3
HIM 218 - Data Analysis and Visualization	3
HIM 417 - Data Organization, Analysis, and Governance	4
HIM 333 - Classification Systems and Reimbursement Methodologies	3
HIM 340 - Healthcare Informatics	3
MAT 310 - Statistics	3
MAT 410 - Advanced Statistics for Public Healthcare	3
Total Semester Hours	22

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.

Health Information Management (Medical Coding) Certificate

This program is for individuals who are interested in learning about coding, medical reimbursement, and the revenue cycle. This certificiate 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 Health Information Management (Medical Coding) Certificate

Course Requirements

(22 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

Courses	Semester Hours
GEN 105 - Medical Terminology	1
HIM 108 - Concepts and Principles of HIM	3
HIM 180 - Essentials of Pharmacology	2
HIM 224 - Anatomy and Physiology	4
HIM 226 - Human Disease and Conditions	3
HIM 230 - Coding I: Foundation of Coding	3
HIM 331 - Coding II: Principles of Coding	3
HIM 333 - Classification Systems and Reimbursement Methodologies	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

Seventeen semester hours of foundation courses provide you with general healthcare informatics knowledge. The healthcare informatics minor courses may also be applied toward General Education electives.

All courses are 7.5-weeks or 6-weeks in duration.

Note: Your academic program advisor can assist you in developing a degree plan to incorporate the healthcare informatics minor. A change of Academic Interest form will need to be completed to add a healthcare informatics minor to your academic plan.

Required Courses for Minor in Healthcare Informatics

Curriculum Requirements

(17 Semester Hours)

Courses	Semester Hours
HIM 218 - Data Analysis and Visualization	3

Courses	Semester Hours
HIM 417 - Data Organization, Analysis, and Governance	4
HIM 240 - Introduction to Informatics	3
HIM 340 - Healthcare Informatics	3
Total Semester Hours	13

Minor in Medical Coding

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)

Courses	Semester Hours
HIM 180 - Essentials of Pharmacology	2
HIM 224 - Anatomy and Physiology	4
HIM 226 - Human Disease and Conditions	3
HIM 230 - Coding I: Foundation of Coding	3
HIM 331 - Coding II: Principles of Coding	3
HIM 333 - Classification Systems and Reimbursement Methodologies	3
Total Semester Hours	18

Associate of Science in Health Information Technology

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 Courses= 23 semester hours**
- **Core Courses = 9 semester hours**
- **Major Courses = 32 semester hours**

Clarkson College's HIT program includes two tracks: Revenue Management and Data Management. Both tracks are incorporated into the general curriculum and include 9 semester hours each.

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.

Multiple Enrollment Options

The **multiple 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 an Associate of Science in Health Information Technology. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Associate of Science in Health Information Technology/Bachelor of Science in Community Health
- Associate of Science in Health Information Technology/Bachelor of Science in Healthcare Management
- Associate of Science in Health Information Technology/Bachelor of Science in Health Information Administration

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

(23 semester hours)

Courses	Semester Hours
ENG 101 - English Composition I	3
BUS 110 - Microsoft Office Applications	4
GEN 105 - Medical Terminology	1
HIM 180 - Essentials of Pharmacology	2
HIM 224 - Anatomy and Physiology	4
HIM 226 - Human Disease and Conditions	3
IPE 301 - Interprofessional Education	0
MAT 130 - College Algebra	3
MAT 310 - Statistics	3
Total Semester Hours	23

Core Courses

(9 semester hours) ICC, HUM, EEA 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.

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Health Information Major Courses

(32 semester hours) All courses are 7.5 week or 6 week in duration besides HIM 445 which is only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
BUS 140 - Healthcare Delivery Systems	2
BUS 335 - Managing Healthcare Departments	3
HIM 108 - Concepts and Principles of HIM	3
HIM 215 - Data Management	3
HIM 218 - Data Analysis and Visualization	3
HIM 230 - Coding I: Foundation of Coding	3
HIM 240 - Introduction to Informatics	3
HIM 255 - Legal and Ethical Aspects of Health Information	3
HIM 331 - Coding II: Principles of Coding	3
HIM 333 - Classification Systems and Reimbursement Methodologies	3
◊ HIM 368 - Professional Practice Experience I	2
HIM 445 - Health Information Technology Assessment	1
Total Semester Hours	32

Bachelor of Science in Health Information Administration

Introduction

The Bachelor of Science in Health Information Administration is designed specifically to 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 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 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 Courses= 76 semester hours**
- **Core Courses = 9 semester hours**
- **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: ◊

Multiple Degree Options

The **multiple 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 of Science in Health Information Administration. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Bachelor of Science degree in Health Information Administration/ Associate of Science degree in Health Information Technology

Sample Curriculum Plan for the Bachelor's in Health Information Administration

First Year

First Semester

Courses	Semester Hours
GEN 105 - Medical Terminology	1
GEN 105 - Medical Terminology	1
HIM 108 - Concepts and Principles of HIM	3
HIM 108 - Concepts and Principles of HIM	3
ICC HUM EEA - Healthcare Core Courses	3
Total Semester Hours	11

Second Semester

Courses	Semester Hours
HIM 180 - Essentials of Pharmacology	2
HIM 224 - Anatomy and Physiology	4
HIM 226 - Human Disease and Conditions	3

Courses	Semester Hours
HIM 340 - Healthcare Informatics	3
Total Semester Hours	12

Third Semester

Courses	Semester Hours
HIM 360 - Compliance and Legal Applications	3
HIM 218 - Data Analysis and Visualization	3
ENG 101 - English Composition I	3
ICC HUM EEA - Healthcare Core Courses	3
◊ HIM 368 - Professional Practice Experience I	2
Total Semester Hours	14

Second Year

First Semester

Courses	Semester Hours
ENG 102 - English Composition II	3
MAT 130 - College Algebra	3
MAT 130 - College Algebra	3
HIM 333 - Classification Systems and Reimbursement Methodologies	3
Total Semester Hours	12

Third Semester

Courses	Semester Hours
ICC HUM EEA - Healthcare Core Courses	3
HIM 417 - Data Organization, Analysis, and Governance	4
HIM 477 - Health Information Administration Assessment	1
Total Semester Hours	8

Total Semester Hours - 120

Post-Baccalaureate Certificate in Health Information Administration

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:

- **General Courses = 14 semester hours**
- **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

General Courses

(14 semester hours) All courses are 7.5 weeks or 6 weeks in duration.

Courses	Semester Hours
GEN 105 - Medical Terminology	1
BUS 110 - Microsoft Office Applications	4
HIM 180 - Essentials of Pharmacology	2
HIM 224 - Anatomy and Physiology	4
HIM 226 - Human Disease and Conditions	3

Courses	Semester Hours
Total Semester Hours	14

Major Courses

(35 semester hours) All courses are 7.5 weeks or 6 weeks in duration except BUS 499 & HIM 477, which are only offered in a full-semester format (15 or 12 weeks in duration).

Courses	Semester Hours
BUS 335 - Managing Healthcare Departments	3
BUS 375 - Concepts of Leadership	2
BUS 411 - Operations and Quality Management	3
◊ BUS 499 - Capstone	3
HIM 108 - Concepts and Principles of HIM	3
HIM 218 - Data Analysis and Visualization	3
HIM 333 - Classification Systems and Reimbursement Methodologies	3
HIM 340 - Healthcare Informatics	3
HIM 360 - Compliance and Legal Applications	3
◊ HIM 368 - Professional Practice Experience I	2
HIM 417 - Data Organization, Analysis, and Governance	4
HIM 477 - Health Information Administration Assessment	1
◊ HIM 495 - Professional Practice Experience II	2
Total Semester Hours	35

Undergraduate Health Information Management Courses

HIM 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.

HIM 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

HIM 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

Restrictions and Notes:

- Prerequisite is recommended not required.

HIM 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

Restrictions and Notes:

- Prerequiste is recommended not required.

HIM 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

HIM 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

HIM 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:

- HIM 224 - Anatomy and Physiology

Co-requisites:

- HIM 226 - Human Disease and Conditions

HIM 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

HIM 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

HIM 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:

- HIM 230 - Coding I: Foundation of Coding

HIM 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

HIM 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

HIM 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

HIM 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.

HIM 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:

- MAT 310 - Statistics

HIM 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

HIM 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

HIM 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:

- HIM 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.

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 an MSN, each of these graduate options may be completed as a post-graduate certificate.

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). The Doctor of Nursing Practice (DNP) program provides three specialties for graduate students including: Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner. There is also a Post-Master's option for nursing professionals who already have earned an MSN. 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.

Philosophy

We, the Undergradaute 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.

Bachelor of Science in Nursing

Interim 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*

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 120 semester hours. These hours must be distributed as follows:

- **General Education = 49 semester hours** (with at least eight semester hours of Anatomy and Physiology, four semester hours of Microbiology, four semester hours of General Chemistry I, two semester hours of Gerontology and seven hours of elective courses).
- **Core Courses = 9 semester hours** (three semester hours in each of the following Clarkson College Healthcare Core curriculum: Intercultural Communication, Humanities, and Ethics, Empathy, and Advocacy). Must be taken at Clarkson College.
- **Major Courses = 62 semester hours** (includes 39 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: ◊

Multiple Degree Options

The **multiple 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 of Science in Nursing. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The option includes:

- Multiple Degree: Bachelor of Science in Nursing + Bachelor of Science in Community Health

Curriculum plan of required courses for BSN: Traditional Option

First Year

First Semester

Courses	Semester Hours
BIO 211 - Human Anatomy - Lecture and Lab	4
CHM 110 - Fundamentals of Chemistry - Lecture and Lab	4
MAT 130 - College Algebra	3
HCC Core - Healthcare Communication	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	14

Second Semester

Courses	Semester Hours
BIO 213 - Human Physiology - Lecture and Lab	4
PSY 101 - Introduction to Psychology	3
SOC 101 - Introduction to Sociology	3
ENG 101 - English Composition I	3
Electives	2
Total Semester Hours	15

Second Year

First Semester

Courses	Semester Hours
BIO 210 - Microbiology - Lecture and Lab	4
ENG 102 - English Composition II	3
HUM Core - Humanities	3
MAT 310 - Statistics	3
Total Semester Hours	13

Second Semester

Courses	Semester Hours
NRS 117 - Student Success and Nursing Concepts	2
NRS 125 - Foundational Skills and Assessment of the Adult: Theory	3
NRS 126 - Foundational Skills and Assessment of the Adult: Clinical	2
NRS 150 - Foundations of Community and Public Health Nursing:Theory	1
NRS 227 - Pathophysiology	3
GEN 220 - Gerontology	2
Total Semester Hours	13

Third Semester

Courses	Semester Hours
NRS 236 - Pharmacology in Nursing: Principles of Pharmacology	3
NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory	3
NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application	3
PSY 200 - Human Development	3
Total Semester Hours	12

Third Year

First Semester

Courses	Semester Hours
NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory	3
NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical	3
NRS 332 - Behavioral Health Continuum of Care: Theory	2
NRS 333 - Behavioral Health Continuum of Care: Clinical	2
BIO 122 - Nutrition Science	3
Total Semester Hours	13

Second Semester

Courses	Semester Hours
NRS 334 - Nursing Care of Women and Child-bearing Families: Theory	2
NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical	2
NRS 336 - Family-Centered Nursing Care of Children: Theory	2
NRS 337 - Family-Centered Nursing Care of Children: Clinical	2
NRS 346 - Evidence-Based Inquiry in Healthcare	2
Electives	3
Total Semester Hours	13

Fourth Year

First Semester

Courses	Semester Hours
NRS 455 - Community and Public Health in Practice: Theory Online	2
NRS 456 - Community and Public Health in Practice: Clinical	2
NRS 458 - Concepts of Complex Multisystem Clients I: Theory	3
NRS 459 - Concepts of Complex Multisystem Clients I: Clinical	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	13

Second Semester

Courses	Semester Hours
NRS 467 - Transition to Practice	1
NRS 470 - Concepts of Complex Multisystem Clients II: Theory	3
NRS 473 - Preceptorship: Clinical	4
NRS 484 - Pharmacology in Nursing: Transition to Practice: Theory Online	2
NRS 483 - Principles of Leadership and Management: Theory Online	2
Total Semester Hours	12

Total Semester Hours - 120

Bachelor of Science in Nursing: LPN to BSN Option

Interim 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, core, 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, NRS 150 Foundations of Community and Public Health Nursing:Theory, NS 227 Pathophysiology, NRS 235 Pharmacology I, NRS 339 Pathways to Success for the LPN-BSN, and NRS 355 Concepts for Profrofessional Practice for the LPN-BSN.

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 120 semester hours. These hours must be distributed as follows:

- **General Education = 42 semester hours** (with 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
- **Core Courses = 9 semester hours** (three semester hours in each of the following Clarkson College Healthcare Core curriculum: Intercultural Communication, Humanities, and Ethics, Empathy, and Advocacy).
- **Major Courses = 56 semester hours** (includes 37 semester hours of nursing theory and 19 semester hours of clinical nursing courses).
- **LPN students will receive a validation credit of 16 semester hours following successful completion of NRS 320 and NRS 321.**

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

(42 semester hours)

Courses	Semester Hours
BIO 122 - Nutrition Science	3
BIO 210 - Microbiology - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
CHM 110 - Fundamentals of Chemistry - Lecture and Lab	4
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3
GEN 220 - Gerontology	2
MAT 130 - College Algebra	3
PSY 101 - Introduction to Psychology	3
PSY 200 - Human Development	3
SOC 101 - Introduction to Sociology	3
MAT 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	42

Core Courses

(9 semester hours): Must be taken at Clarkson College

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Required BSN Courses

(56 semester hours)

Courses	Semester Hours
NRS 339 - Pathways for Success for the LPN to BSN: Theory Online	1
NRS 355 - Concepts of Professional Practice for the LPN to BSN	3
NRS 153 - Population Health Nursing: Foundations	1
NRS 235 - Pharmacology I	2
NRS 227 - Pathophysiology	3
NRS 254 - Managing the Nursing Care of the Adult: Theory	4
NRS 255 - Managing the Nursing Care of the Adult: Clinical	4
NRS 256 - Pharmacology II	2
NRS 332 - Behavioral Health Continuum of Care: Theory	2
NRS 333 - Behavioral Health Continuum of Care: Clinical	2
NRS 334 - Nursing Care of Women and Child-bearing Families: Theory	2
NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical	2
NRS 336 - Family-Centered Nursing Care of Children: Theory	2
NRS 337 - Family-Centered Nursing Care of Children: Clinical	2
NRS 346 - Evidence-Based Inquiry in Healthcare	2

Courses	Semester Hours
NRS 353 - Population Health Nursing: Community Based Care: Theory	1
◊ NRS 354 - Population Health Nursing: Community Based Care: Clinical	1
NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online	2
NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical	1
NRS 458 - Concepts of Complex Multisystem Clients I: Theory	3
NRS 459 - Concepts of Complex Multisystem Clients I: Clinical	3
NRS 467 - Transition to Practice	1
NRS 470 - Concepts of Complex Multisystem Clients II: Theory	3
NRS 473 - Preceptorship: Clinical	4
NRS 474 - Pharmacology III	1
NRS 483 - Principles of Leadership and Management: Theory Online	2
Total Semester Hours	56

Total Semester Hours 121

Bachelor of Science in Nursing: RN to BSN Option

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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

A BSN degree at Clarkson College is 120 credit hours. Students in the RN to BSN option receive eighty-three (83) validation credit hours through previous completion of direct coursework in an associate or diploma RN program and completion of program specific coursework. 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

(9 semester hours) **Note: Upon successful completion of NRS 205 Pathophysiology and Pharmacology: Current Practices, the student will receive three hours of earned semester hours and three hours of validation credit for a total of 6 semester credit hours.

Courses	Semester Hours
NRS 205 - Pathophysiology and Pharmacology: Current Practices	3
MAT 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	6

Core Courses

(9 semester hours) Must be taken at Clarkson College

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Major Courses

(19 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 (NRS 352, NRS 475 or NRS 481).

Courses	Semester Hours
NRS 349 - Pathways for Success	1
NRS 356 - Concepts of Professional Practice for the RN to BSN	3
NRS 357 - Physical Assessment	3
NRS 352 - Evidence-Based Inquiry in Healthcare for the RN to BSN Student	2
NRS 475 - Principles of Leadership and Management for the RN to BSN	3
NRS 481 - Population Health for the RN to BSN	3
NRS 482 - Capstone/Practicum for the RN to BSN	4
Total Semester Hours	19

Total Semester Hours in Program 120 (83 hours may be granted through validation)

Note: *NRS 205 Pathophysiology and Pharmacology: Current Practices (three semester hours) must be taken at Clarkson College and 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

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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.

Nurse practitioner students must pass a certification examiniation in order to practice. At present, there are two (2) certifying bodies: the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners Certification Board (AANPCB).

ANCC certifies Family NPs, Adult-Gerontology Acute Care NPs, and Psychiatric-Mental Health NPs. AANP certifies Family NPs and Psychiatric-Mental Health NP's.

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 End of Program Student Learning Outcomes (EPSLOs)

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:

- Major Courses All Options= 19 semester hours
- Major 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.

Multiple Degree Option

The **multiple 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 Master of Science in Nursing. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The option includes:

- Multiple degree: Master of Science in Nursing - Nursing Healthcare Administration + Master of Healthcare Administrtation

Required Courses for Master of Science in Nursing

Major Courses for All Options

Courses	Semester Hours
GRD 798 - Essentials of Scholarly Writing	1
GRD 847 - Applied Statistics	3
◊ NRS 803 - Healthcare Delivery Systems and Managed Care	2
NRS 805 - Application and Evaluation of Theory in Nursing	2
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
◊ NRS 808 - Nursing Law and Ethics	3
NRS 812 - Research Design and Methods	3
NRS 813 - Research Design and Methods II	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	19

Major 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
HCA 800 - Ethics in Leadership	2
HCA 808 - Healthcare Leadership	3
HCA 826 - Healthcare Strategic Management	3
HCA 828 - Financial Management in Healthcare	3
HCA 833 - Healthcare Quality and Risk Management	3
HCA 836 - Healthcare Project Management	3
NRS 898 - Nursing Healthcare Leadership Practicum	3
HCA 837 - Leading Change OR HCA 846 - Fundamentals of Informatics	3 3
Total Semester Hours	23

Major Courses in Nursing Education

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

Courses	Semester Hours
NRS 806 - Theories of Learning for the Nurse Educator	3

Courses	Semester Hours
◊ NRS 822 - Curriculum Development for the Nurse Educator	3
NRS 823 - Evaluation Strategies for the Nurse Educator	3
NRS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators	3
NRS 827 - Teaching and Learning Strategies for the Nurse Educator	3
NRS 890 - Nurse Educator Transition to Practice	2
NRS 894 - Nursing Education Practicum	3
Total Semester Hours	20

Major 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
NRS 830 - Advanced Physical Assessment	3
NRS 832 - Primary Healthcare I	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 840 - Primary Care of Children and Adolescent	3
NRS 842 - Primary Care of Women	3
NRS 844 - Primary Healthcare II	3

Courses	Semester Hours
NRS 852 - Family Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

The Family Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online, students are **required to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Major 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.

Courses	Semester Hours
NRS 830 - Advanced Physical Assessment	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 861 - Introduction to Acute Care Concepts	3
NRS 862 - Applying Acute Care Concepts	3
NRS 863 - Complex Acute Care Concepts	3
NRS 864 - Advanced Acute Care Concepts	3
NRS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
Total Semester Hours	30

The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progession through the clinical courses. Though the program may be completed online, students are **required to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course may be taken at a time.*

Major 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.

Courses	Semester Hours
NRS 830 - Advanced Physical Assessment	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner	2
NRS 856 - Introduction to Psychiatric-Mental Health Concepts	3
NRS 857 - Application of Psychiatric-Mental Health Concepts	3
NRS 858 - Complex Psychiatric-Mental Health Concepts	3
NRS 859 - Advanced Psychiatric-Mental Health Concepts	3
NRS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice	2
Total Semester Hours	32

**The Psychiatric-Mental Health Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be completed online,*

*students are **required** to attend an on-campus weekend for the specified clinical course (NS 830). Only one clinical course maybe be taken at a time.*

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 six options are Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nurse Educator, and Nursing Healthcare Administration.

Nurse practitioner students must pass a certification examination in order to practice. At present, there are two (2) certifying bodies: the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners Certification Board (AANPCB).

ANCC certifies Family NPs, Adult-Gerontology Acute Care NPs, and Psychiatric-Mental Health NPs. AANP certifies Family NPs and Psychiatric-Mental Health NPs.

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.

Courses	Semester Hours
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 830 - Advanced Physical Assessment	3
NRS 832 - Primary Healthcare I	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 840 - Primary Care of Children and Adolescent	3
NRS 842 - Primary Care of Women	3
NRS 844 - Primary Healthcare II	3
NRS 852 - Family Nurse Practitioner Transition to Practice	2
Total Semester Hours	33

The Family Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are **required to attend an on-campus weekend for the specified clinical course (NRS 830). Only one clinical course may be taken at a time.*

Nursing Education Courses

The goal of this program option is to educate nurses who wish to become academic or clinical nurse educators. The evidence-based curriculum offers students the opportunity to acquire information about teaching and learning theories and strategies, curriculum or program development, and evaluation or assessment strategies while fostering an ethical perspective. These learners will also encounter technologies being used to deliver nursing education content and experiences, from classroom technologies to skills lab and simulation technologies. The nurse educator assumes the role of mentor, coach, guide and expert, nurturing student nurses and/or providing continuing professional development to registered or licensed practical nurses.

Courses	Semester Hours
NRS 807 - Theories and Concepts of Advanced Practice Roles	3

Courses	Semester Hours
NRS 806 - Theories of Learning for the Nurse Educator	3
◊ NRS 822 - Curriculum Development for the Nurse Educator	3
NRS 823 - Evaluation Strategies for the Nurse Educator	3
NRS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators	3
NRS 827 - Teaching and Learning Strategies for the Nurse Educator	3
NRS 894 - Nursing Education Practicum	3
NRS 890 - Nurse Educator Transition to Practice	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.

Courses	Semester Hours
HCA 800 - Ethics in Leadership	2
HCA 808 - Healthcare Leadership	3
HCA 826 - Healthcare Strategic Management	3
HCA 828 - Financial Management in Healthcare	3
HCA 833 - Healthcare Quality and Risk Management	3
HCA 836 - Healthcare Project Management	3
NRS 898 - Nursing Healthcare Leadership Practicum	3
HCA 837 - Leading Change OR HCA 846 - Fundamentals of Informatics	3 3

Courses	Semester Hours
Total Semester Hours	23

***Each of the HCA 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.

Courses	Semester Hours
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 830 - Advanced Physical Assessment	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 861 - Introduction to Acute Care Concepts	3
NRS 862 - Applying Acute Care Concepts	3
NRS 863 - Complex Acute Care Concepts	3
NRS 864 - Advanced Acute Care Concepts	3
NRS 854 - Adult Gerontology Acute Care Nurse Practitioner Transition to Practice	2
Total Semester Hours	33

**The Adult Gerontology Acute Care Nurse Practitioner curriculum is designed for singular progression through the clinical courses. Though the program may be*

*completed online, students are **required** to attend an on-campus weekend for the specified clinical course (NRS 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.

Courses	Semester Hours
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 830 - Advanced Physical Assessment	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner	2
NRS 856 - Introduction to Psychiatric-Mental Health Concepts	3
NRS 857 - Application of Psychiatric-Mental Health Concepts	3
NRS 858 - Complex Psychiatric-Mental Health Concepts	3
NRS 859 - Advanced Psychiatric-Mental Health Concepts	3
NRS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice	2
Total Semester Hours	35

**The Psychiatric-Mental Health Nurse Practitioner curriculum is designed for singular progression through clinical courses. Though the program may be completed online, students are required to attend an on-campus weekend for the specified clinical course (NRS 830). Only one clinical course may be taken at a time.*

Doctor of Nursing Practice: Post-Graduate Option

Director of Graduate Nursing
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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:

- Apply evolving evidence-based practice, clinical judgement, and leadership to obtain optimal health promotion and disease management outcomes for individual patients, systems, and populations. **(Critical Thinking)**
- Demonstrate leadership through collaboration to inspire innovative ideas to improve health care outcomes while fostering self-reflection, ethical practice, and lifelong learning. **(Professionalism)**
- Translate research into practice utilizing interprofessional collaboration, clinical judgment, and leadership skills to engage with diverse individuals and interprofessional teams to improve patient and population health outcomes. **(Communication)**
- Utilize and evaluate health care information technology systems and processes for communication, decision-making, management and interdisciplinary collaboration to improve the quality and safety of health care delivery. **(Technology)**
- 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, advocate for social justice and ensure equitable and inclusive care for diverse populations. **(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*

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-Graduate Option

Major Courses

(28 semester hours)

Courses	Semester Hours
◊ DNP 915 - Outcomes of Healthcare in a Global Society	3
DNP 916 - Healthcare Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Healthcare Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	28

Doctor of Nursing Practice in Nurse Anesthesia: BSN to DNP

Nurse Anesthesia Program Administrator
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Program Specific End of Program Student Learning Outcomes (EPSLOs):

Upon completion of the BSN to DNP with a specialization in Nurse Anesthesia degree, the graduate will be able to demonstrate:

- Apply evolving evidence-based practice, clinical judgement, and leadership to obtain optimal health promotion and disease management outcomes for individual patients, systems, and populations. **(Critical Thinking)**
- Demonstrate leadership through collaboration to inspire innovative ideas to improve health care outcomes while fostering self-reflection, ethical practice, and lifelong learning. **(Professionalism)**
- Translate research into practice utilizing interprofessional collaboration, clinical judgment, and leadership skills to engage with diverse individuals and interprofessional teams to improve patient and population health outcomes. **(Communication)**
- Utilize and evaluate health care information technology systems and processes for communication, decision-making, management and interdisciplinary collaboration to improve the quality and safety of health care delivery. **(Technology)**
- 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, advocate for social justice and ensure equitable and inclusive care for diverse populations. **(Diversity)**

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

Courses	Semester Hours
DNP 916 - Healthcare Informatics and Data Analytics	3
◊ DNP 915 - Outcomes of Healthcare in a Global Society	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Healthcare Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
ANA 960 - DNP Scholarly Project I	2
ANA 961 - DNP Scholarly Project II	2
ANA 962 - DNP Scholarly Project III	2
IPE 301 - Interprofessional Education	0
Total Semester Hours	28

Nurse Anesthesia Specialty Core Requirements

Courses	Semester Hours
ANA 860 - Professional Aspects of Nurse Anesthesia	3

Courses	Semester Hours
ANA 872 - Principles of Anesthesia I	4
ANA 872L - Principles of Anesthesia I Lab	1
ANA 873 - Principles of Anesthesia II	4
ANA 873L - Principles of Anesthesia II Lab	1
ANA 851 - Advanced Anatomy, Physiology and Pathophysiology I	6
ANA 852 - Advanced Anatomy, Physiology and Pathophysiology II	6
ANA 858 - Scientific Foundations	3
ANA 876 - Advanced Pharmacology I	3
ANA 877 - Advanced Pharmacology II	3
ANA 888 - Clinical Anesthesia Implications	4
ANA 830 - Advanced Physical Assessment for Nurse Anesthesia	3
ANA 901 - Clinical Correlation Conference Seminar I	2
ANA 902 - Clinical Correlation Conference Seminar II	2
ANA 903 - Clinical Correlation Conference Seminar III	2
ANA 904 - Clinical Correlation Conference Seminar IV	2
ANA 951 - Clinical Anesthesia Practicum I	3
ANA 952 - Clinical Anesthesia Practicum II	3
ANA 953 - Clinical Anesthesia Practicum III	3
ANA 954 - Clinical Anesthesia Practicum IV	3
Total Semester Hours	61

Optional Electives

1–3 semester hours

Courses	Semester Hours
ANA 963 - DNP Scholarly Project IV	3

Courses	Semester Hours
ANA 964 - ANP Scholarly Project V	3

Doctor of Nursing Practice: BSN to DNP Options

Director of Graduate Nursing
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Introduction

Graduates of Doctorate 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.

We offer three (3) nurse practitioner options: Adult-Gerontology Acute Care, Family Nurse, and Psychiatric-Mental Health. Each specialty in the online nursing program can be tailored for you to meet your career goals.

Nurse practitioner students must pass a certification examination in order to practice. At present, there are two (2) certifying bodies: the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners Certification Board (AANPCB).

ANCC certifies Family NPs, Adult-Gerontology NPs, and Psychiatric-Mental Health NPs. AANP certifies Family NPs.

Program Specific End of Program Student Learning Outcomes (EPSLOs)

Upon completion of the DNP degree, graduates will demonstrate the ability to:

- Apply evolving evidence-based practice, clinical judgement, and leadership to obtain optimal health promotion and disease management outcomes for individual patients, systems, and populations. **(Critical Thinking)**
- Demonstrate leadership through collaboration to inspire innovative ideas to improve health care outcomes while fostering self-reflection, ethical practice, and lifelong learning. **(Professionalism)**

- Translate research into practice utilizing interprofessional collaboration, clinical judgment, and leadership skills to engage with diverse individuals and interprofessional teams to improve patient and population health outcomes. **(Communication)**
- Utilize and evaluate health care information technology systems and processes for communication, decision-making, management and interdisciplinary collaboration to improve the quality and safety of health care delivery. **(Technology)**
- 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, advocate for social justice and ensure equitable and inclusive care for diverse populations. **(Diversity)**

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 Options

Major 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.

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
GRD 798 - Essentials of Scholarly Writing	1
GRD 847 - Applied Statistics	3
◊ DNP 915 - Outcomes of Healthcare in a Global Society	3
DNP 916 - Healthcare Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3

Courses	Semester Hours
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Healthcare Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 805 - Application and Evaluation of Theory in Nursing	2
NRS 830 - Advanced Physical Assessment	3
NRS 832 - Primary Healthcare I	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 840 - Primary Care of Children and Adolescent	3
NRS 842 - Primary Care of Women	3
NRS 844 - Primary Healthcare II	3
NRS 852 - Family Nurse Practitioner Transition to Practice	2
Electives	4
Total Semester Hours	71

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 (NRS 830). Only one clinical course may be taken at a time.*

Major 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.

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
GRD 798 - Essentials of Scholarly Writing	1
GRD 847 - Applied Statistics	3
◊ DNP 915 - Outcomes of Healthcare in a Global Society	3
DNP 916 - Healthcare Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Healthcare Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 805 - Application and Evaluation of Theory in Nursing	2
NRS 830 - Advanced Physical Assessment	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3

Courses	Semester Hours
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner	2
NRS 856 - Introduction to Psychiatric-Mental Health Concepts	3
NRS 857 - Application of Psychiatric-Mental Health Concepts	3
NRS 858 - Complex Psychiatric-Mental Health Concepts	3
NRS 859 - Advanced Psychiatric-Mental Health Concepts	3
NRS 860 - Psychiatric-Mental Health Nurse Practitioner Transition to Practice	2
Electives	4
Total Semester Hours	73

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 (NRS 830). Only one clinical course may be taken at a time.*

Major 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
IPE 301 - Interprofessional Education	0
GRD 798 - Essentials of Scholarly Writing	1
GRD 847 - Applied Statistics	3

Courses	Semester Hours
◊ DNP 915 - Outcomes of Healthcare in a Global Society	3
DNP 916 - Healthcare Informatics and Data Analytics	3
DNP 918 - Organizational Systems and Behaviors	2
DNP 919 - Healthcare Policy and Law	3
DNP 932 - Leadership	3
DNP 944 - Biostatistics/Epidemiology	2
DNP 945 - Healthcare Economics and Financial Management	3
DNP 948 - Evidence-Based Practice	3
DNP 960 - DNP Scholarly Project I	2
DNP 961 - DNP Scholarly Project II	2
DNP 962 - DNP Scholarly Project III	2
NRS 807 - Theories and Concepts of Advanced Practice Roles	3
NRS 805 - Application and Evaluation of Theory in Nursing	2
NRS 830 - Advanced Physical Assessment	3
NRS 832 - Primary Healthcare I	3
NRS 833 - Foundations of Adult-Gerontologic Healthcare	2
◊ NRS 834 - Advanced Nutrition	3
NRS 835 - Foundations of Psychiatric-Mental Health	2
NRS 836 - Pharmacology for Practitioners	3
NRS 838 - Advanced Pathophysiology	3
NRS 840 - Primary Care of Children and Adolescent	3
NRS 842 - Primary Care of Women	3
NRS 844 - Primary Healthcare II	3
NRS 852 - Family Nurse Practitioner Transition to Practice	2
Electives	4

Courses	Semester Hours
Total Semester Hours	71

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 (NRS 830). Only one clinical course may be taken at one time.*

Nursing Clinical Practice Instructor Certificate

Earn a certificate to become a clinical practice instructor through this specialized online program designed exclusively for nurses. Offered in partnership with the Nebraska Center for Nursing Innovation Project and funded by LB227, this program allows you to teach and precept ADN, PN, RN, or BSN students within the Nebraska Shared Clinical Model. Over three semesters, you will focus on continuing education and curriculum development while completing one course per semester.

Approval from your employer is necessary to qualify for Nebraska Hospital Association (NHA) funding and to register for the program. Individuals who do not qualify for the NHA funding opportunity may still enroll in this certificate program at the normal graduate tuition rate. Ensure you are a current employee of a Nebraska healthcare organization and have your employer's program approval before enrolling.

Admission Policies

Both undergraduate and graduate students are welcome to apply for this certificate program. Requirements for admission include our universal English Proficiency and undergraduate requirements in addition to a current unencumbered state RN license as well as two years' experience in the nursing field.

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 Nursing Clinical Practice Instructor Certificate

Nursing Clinical Practice Instructor Courses

The goal of this program option is to educate nurses to become clinical practice instructors.

Courses	Semester Hours
◊ NRS 822 - Curriculum Development for the Nurse Educator	3

Courses	Semester Hours
NRS 823 - Evaluation Strategies for the Nurse Educator	3
DNP 933 - Learning Theory: Principles and Practices for the Advanced Practice Nurse	2
Total Semester Hours	8

Undergraduate Nursing Courses

NRS 117 - Student Success and Nursing Concepts

This course will provide students with foundational tools to navigate the undergraduate nursing program. An introduction to the professional nursing concepts of caring, client-centered care, evidence-based practice, informatics, teamwork, safety, quality improvement, and professionalism will be explored.

Semester hours: 2

Prerequisites:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 150 - Foundations of Community and Public Health Nursing:Theory
- NRS 227 - Pathophysiology

NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: 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:

- BIO 211 - Human Anatomy - Lecture and Lab

- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations

NRS 125 - Foundational Skills and Assessment of the Adult: Theory

This course will apply basic concepts of anatomy and physiology 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:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 150 - Foundations of Community and Public Health Nursing:Theory
- NRS 227 - Pathophysiology

NRS 126 - Foundational Skills and Assessment of the Adult: Clinical

This course will allow students to 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:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 150 - Foundations of Community and Public Health Nursing:Theory
- NRS 227 - Pathophysiology

NRS 150 - Foundations of Community and Public Health Nursing:Theory

This course will introduce the student to broad concepts of community and public health nursing practice including its historic development, principles, levels of prevention, core functions, and vulnerable populations. Theoretical and practical perspectives illustrating the social determinants of health will be explored. This course is designed as part one of two continuation nursing courses in the exploration of community and public health nursing.

Semester hours: 1

Prerequisites:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology

NRS 153 - Population Health Nursing: Foundations

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 three continuation nursing courses in the exploration of population health.

Semester hours: 1

Prerequisites:

- BIO 211 - Human Anatomy - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

NRS 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

NRS 227 - Pathophysiology

This course will explore human physiological responses to disease, stress, and the environment, and pathophysiological processes will be analyzed to provide the scientific rationale for nursing interventions. Diagnostic and medical treatment modalities will be studied in conjunction with pathological dynamics. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 3

Prerequisites:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab

Co-requisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 150 - Foundations of Community and Public Health Nursing:Theory

Restrictions and Notes:

- LPN-BSN students see advisor.

NRS 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:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab

- CHM 110 - Fundamentals of Chemistry - Lecture and Lab
- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations

Co-requisites:

- NRS 227 - Pathophysiology
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I

NRS 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:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab
- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations

Co-requisites:

- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 235 - Pharmacology I

NRS 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:

- BIO 210 - Microbiology - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 110 - Fundamentals of Chemistry - Lecture and Lab
- MAT 130 - College Algebra
- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations

Co-requisites:

- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical

Restrictions and Notes:

- *For LPN to BSN see advisor

NRS 236 - Pharmacology in Nursing: Principles of Pharmacology

This course provides an exploration of pharmacological principles, ethical and legal considerations, and their application in nursing practice. It emphasizes the nursing role in developing a comprehensive evidence-based approach to the clinical application of drug therapy used to promote health or treat alterations in individuals, families, and communities, across the lifespan. Through active learning, the student will learn drug classification prototypes, mechanisms of action, dosage calculations and safe administration, adverse drug reactions, nursing implications, client education and drug interactions.

Semester hours: 3

Prerequisites:

- MAT 130 - College Algebra
- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology

Co-requisites:

- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

Restrictions and Notes:

- LPN-BSN students see advisor.

NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory

This course will equip students with the knowledge and skills necessary to provide comprehensive care for adult patients experiencing both acute and chronic illnesses. Through a holistic lens, students will learn pathophysiology, assessment techniques, and management strategies for prevalent medical-surgical conditions. Furthermore, they will explore client-centered care principles, emphasizing quality improvement, safety protocols, and professional conduct.

Semester hours: 3

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology

Co-requisites:

- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

The course will introduce the students to the clinical component of Medical – Surgical Nursing 1: Care of the Adult Clinical. This course 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. The course will provide the opportunity for the students to practice in the professional nurse role by demonstrating the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

Semester hours: 3

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology

Co-requisites:

- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I

Co-requisites:

- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II

Restrictions and Notes:

- *For LPN to BSN see advisor

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I

Co-requisites:

- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 256 - Pharmacology II

Restrictions and Notes:

- *For LPN to BSN see advisor

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I

Co-requisites:

- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical

Restrictions and Notes:

- For LPN to BSN see advisor

NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory

This course will build upon previous knowledge of pathophysiology, pharmacology, and assessment skills in the provision of safe, holistic care of adult clients 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: 3

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

Co-requisites:

- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Restrictions and Notes:

- *For LPN to BSN see advisor

NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical

The course will introduce the students to the clinical component of Medical – Surgical Nursing 2: Care of the Adult Clinical. This course 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. The course will provide the opportunity for the students to practice in the professional nurse role by demonstrating the use of informatics, teamwork and collaboration as well as evidence-based practice related to quality health outcomes.

Semester hours: 3

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

Co-requisites:

- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Restrictions and Notes:

- *For LPN to BSN see advisor

NRS 332 - Behavioral Health Continuum of Care: Theory

This course 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

Co-requisites:

- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 333 - Behavioral Health Continuum of Care: Clinical

NRS 333 - Behavioral Health Continuum of Care: Clinical

This course will explore theories and concepts related to caring, holistic, behavioral health of individuals, families and groups across the lifespan in a variety of settings. An emphasis will be placed on collaboration with agency and community partners to enhance safe, evidence-based quality care. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

Co-requisites:

- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical

- NRS 332 - Behavioral Health Continuum of Care: Theory

NRS 334 - Nursing Care of Women and Child-bearing Families: Theory

The course will introduce students 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Co-requisites:

- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare

NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical

This course 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory

- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Co-requisites:

- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare

NRS 336 - Family-Centered Nursing Care of Children: Theory

This course will introduce students 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Co-requisites:

- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare

NRS 337 - Family-Centered Nursing Care of Children: Clinical

This course will introduce students to the clinical component of 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Co-requisites:

- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 346 - Evidence-Based Inquiry in Healthcare

NRS 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

NRS 346 - Evidence-Based Inquiry in Healthcare

This course will enable the student to learn how to ask clinical questions in PICOT format, search common databases, and develop critical appraisal skills using published research. Emphasis will be placed on how clinical practices can be changed by the use of evidence-based practices and quality improvement processes. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical

Co-requisites:

- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical

NRS 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

NRS 352 - Evidence-Based Inquiry in Healthcare for the RN to BSN Student

The RN to BSN 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:

- MAT 310 - Statistics
- NRS 349 - Pathways for Success
- NRS 356 - Concepts of Professional Practice for the RN to BSN
- NRS 357 - Physical Assessment

NRS 353 - Population Health Nursing: Community Based Care: Theory

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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II

Co-requisites:

- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 354 - Population Health Nursing: Community Based Care: Clinical

NRS 354 - Population Health Nursing: Community Based Care: 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory

- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II

Co-requisites:

- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory

NRS 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

NRS 356 - Concepts of Professional Practice for the RN to BSN

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

NRS 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

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical

Co-requisites:

- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory

- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical

Co-requisites:

- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

NRS 455 - Community and Public Health in Practice: Theory Online

This course will build upon previous knowledge of community and public health nursing and client-centered care experiences while learning about epidemiology, emergency preparedness and management, the prevention and control of diseases and illnesses, and improving the community's health through community planning, implementation, and evaluation. The influence of the social determinants of health and how they relate

to individual and family well-being will be explored. This course will examine the needs and factors that have an impact on at-risk and vulnerable populations. This course is designed as the second part of two continuation courses in the exploration of community and public health nursing.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare

Co-requisites:

- NRS 456 - Community and Public Health in Practice: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

NRS 456 - Community and Public Health in Practice: Clinical

This course will provide population-based care to individuals, groups, families, and populations in diverse settings in collaboration with interprofessional teams for the promotion of quality outcomes. The student will demonstrate the knowledge, skills, and attitudes necessary to provide safe evidence-based nursing care.

Semester hours: 2

Prerequisites:

- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application

- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare

Co-requisites:

- NRS 455 - Community and Public Health in Practice: Theory Online
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

NRS 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 a hybrid course. Time is divided between on campus time in the classroom and online course work. The online lectures are part of the hybrid class time and are expected to be completed prior to class. This course is designed as the first part of a two-semester exploration of complex multisystem disorders.

Semester hours: 3

Prerequisites:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 353 - Population Health Nursing: Community Based Care: Theory

- NRS 354 - Population Health Nursing: Community Based Care: Clinical

Co-requisites:

- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical

Co-requisites:

- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical
- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 470 - Concepts of Complex Multisystem Clients II: Theory
- NRS 473 - Preceptorship: Clinical
- NRS 474 - Pharmacology III
- NRS 483 - Principles of Leadership and Management: Theory Online

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 3

Prerequisites:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical
- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 467 - Transition to Practice
- NRS 473 - Preceptorship: Clinical
- NRS 474 - Pharmacology III
- NRS 483 - Principles of Leadership and Management: Theory Online

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 4

Prerequisites:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical
- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 467 - Transition to Practice
- NRS 470 - Concepts of Complex Multisystem Clients II: Theory
- NRS 474 - Pharmacology III
- NRS 483 - Principles of Leadership and Management: Theory Online

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 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:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical
- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 467 - Transition to Practice
- NRS 470 - Concepts of Complex Multisystem Clients II: Theory
- NRS 473 - Preceptorship: Clinical
- NRS 483 - Principles of Leadership and Management: Theory Online

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 475 - Principles of Leadership and Management for the RN to BSN

The RN to BSN 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:

- NRS 352 - Evidence-Based Inquiry in Healthcare for the RN to BSN Student

NRS 481 - Population Health for the RN to BSN

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

NRS 482 - Capstone/Practicum for the RN to BSN

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:

- NRS 352 - Evidence-Based Inquiry in Healthcare for the RN to BSN Student

Restrictions and Notes:

- Current, unencumbered RN license required

NRS 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. *For prior to Fall 2025 starts, see advisor for prerequisite and corequisites.

Semester hours: 2

Prerequisites:

- NRS 118 - Introduction of Professional Nursing Concepts and Clinical Judgment: Theory
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 153 - Population Health Nursing: Foundations
- NRS 227 - Pathophysiology
- NRS 233 - Assessment and Care of the Adult with Abnormal Findings: Theory
- NRS 234 - Assessment and Care of the Adult with Abnormal Findings: Clinical
- NRS 235 - Pharmacology I
- NRS 254 - Managing the Nursing Care of the Adult: Theory
- NRS 255 - Managing the Nursing Care of the Adult: Clinical
- NRS 256 - Pharmacology II
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 353 - Population Health Nursing: Community Based Care: Theory
- NRS 354 - Population Health Nursing: Community Based Care: Clinical
- NRS 453 - Population Health Nursing-Global Health and Health Policy: Theory Online
- NRS 454 - Population Health Nursing-Global Health and Health Policy: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 467 - Transition to Practice
- NRS 470 - Concepts of Complex Multisystem Clients II: Theory
- NRS 473 - Preceptorship: Clinical
- NRS 474 - Pharmacology III

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 484 - Pharmacology in Nursing: Transition to Practice: Theory Online

This course builds on the pharmacology knowledge base acquired in previous courses. It focuses on the integration of pharmacological concepts into real-world nursing scenarios. Through active learning the course emphasizes critical thinking and clinical

decision-making using evidence-based practice in the pharmacological management of clients across the lifespan.

Semester hours: 2

Prerequisites:

- MAT 130 - College Algebra
- NRS 117 - Student Success and Nursing Concepts
- NRS 125 - Foundational Skills and Assessment of the Adult: Theory
- NRS 126 - Foundational Skills and Assessment of the Adult: Clinical
- NRS 227 - Pathophysiology
- NRS 236 - Pharmacology in Nursing: Principles of Pharmacology
- NRS 237 - Medical-Surgical Nursing 1: Care of the Adult Client:Theory
- NRS 238 - Medical-Surgical Nursing 1: Care of the Adult Client: Clinical Application
- NRS 320 - Medical-Surgical Nursing 2: Care of the Adult Client: Theory
- NRS 321 - Medical-Surgical Nursing 2: Care of the Adult Client: Clinical
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 332 - Behavioral Health Continuum of Care: Theory
- NRS 333 - Behavioral Health Continuum of Care: Clinical
- NRS 334 - Nursing Care of Women and Child-bearing Families: Theory
- NRS 335 - Nursing Care of Women and Child-bearing Families: Clinical
- NRS 336 - Family-Centered Nursing Care of Children: Theory
- NRS 337 - Family-Centered Nursing Care of Children: Clinical
- NRS 346 - Evidence-Based Inquiry in Healthcare
- NRS 455 - Community and Public Health in Practice: Theory Online
- NRS 456 - Community and Public Health in Practice: Clinical
- NRS 458 - Concepts of Complex Multisystem Clients I: Theory
- NRS 459 - Concepts of Complex Multisystem Clients I: Clinical

Co-requisites:

- NRS 467 - Transition to Practice
- NRS 470 - Concepts of Complex Multisystem Clients II: Theory
- NRS 473 - Preceptorship: Clinical
- NRS 483 - Principles of Leadership and Management: Theory Online

Restrictions and Notes:

- Course Co-requisite changes: See academic advisor

NRS 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

NRS 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 or director required before registration.

Graduate Nursing Courses

ANA 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 in the classroom and clinical settings..

Semester hours: 3

ANA 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

ANA 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:

- ANA 851 - Advanced Anatomy, Physiology and Pathophysiology I

ANA 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

ANA 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

ANA 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

Restrictions and Notes:

- Prerequisite: Acceptance into Nurse Anesthesia program

ANA 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:

- ANA 872 - Principles of Anesthesia I

ANA 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:

- ANA 872 - Principles of Anesthesia I

ANA 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:

- ANA 872L - Principles of Anesthesia I Lab

Co-requisites:

- ANA 873 - Principles of Anesthesia II

ANA 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

ANA 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:

- ANA 876 - Advanced Pharmacology I

ANA 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:

- ANA 851 - Advanced Anatomy, Physiology and Pathophysiology I
- ANA 852 - Advanced Anatomy, Physiology and Pathophysiology II
- ANA 872 - Principles of Anesthesia I
- ANA 873 - Principles of Anesthesia II
- ANA 876 - Advanced Pharmacology I
- ANA 877 - Advanced Pharmacology II

ANA 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

ANA 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:

- ANA 901 - Clinical Correlation Conference Seminar I

ANA 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:

- ANA 902 - Clinical Correlation Conference Seminar II

ANA 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:

- ANA 903 - Clinical Correlation Conference Seminar III

ANA 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

ANA 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:

- ANA 951 - Clinical Anesthesia Practicum I

ANA 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:

- ANA 952 - Clinical Anesthesia Practicum II

ANA 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 ANA 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:

- ANA 953 - Clinical Anesthesia Practicum III

GRD 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.

GRD 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:

- GRD 798 - Essentials of Scholarly Writing

Restrictions and Notes:

- Prerequisite: GR 798 (Unless NS 847 is a prerequisite for your program); Basic statistics course preferred.

NRS 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

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- NRS 803 - Healthcare Delivery Systems and Managed Care
- NRS 805 - Application and Evaluation of Theory in Nursing

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 803 - Healthcare Delivery Systems and Managed Care

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- GRD 847 - Applied Statistics
- NRS 803 - Healthcare Delivery Systems and Managed Care
- NRS 805 - Application and Evaluation of Theory in Nursing

Restrictions and Notes:

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

NRS 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:

- NRS 812 - Research Design and Methods

Restrictions and Notes:

- Student is required to complete NS 813 directly after NS 812.

NRS 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:

- NRS 813 - Research Design and Methods II
- NRS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- NRS 827 - Teaching and Learning Strategies for the Nurse Educator

Co-requisites:

- NRS 823 - Evaluation Strategies for the Nurse Educator

NRS 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:

- NRS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators
- NRS 827 - Teaching and Learning Strategies for the Nurse Educator

Co-requisites:

- NRS 822 - Curriculum Development for the Nurse Educator

NRS 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:

- NRS 806 - Theories of Learning for the Nurse Educator
- NRS 827 - Teaching and Learning Strategies for the Nurse Educator

Co-requisites:

- NRS 827 - Teaching and Learning Strategies for the Nurse Educator

NRS 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:

- NRS 806 - Theories of Learning for the Nurse Educator

Co-requisites:

- NRS 826 - Pharmacology, Pathophysiology and Health Assessment Overview for Nurse Educators

NRS 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:

- NRS 803 - Healthcare Delivery Systems and Managed Care
- NRS 805 - Application and Evaluation of Theory in Nursing
- NRS 836 - Pharmacology for Practitioners
- NRS 838 - Advanced Pathophysiology

Co-requisites:

- NRS 836 - Pharmacology for Practitioners

Restrictions and Notes:

- Clinical hours: 100 (MSN); 125 (DNP-effective Spring 2024)
- Note: Requires preceptor and clinical site approval prior to registration. A Graduate Weekend is associated with this course.

NRS 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:

- NRS 832 - Primary Healthcare I

Restrictions and Notes:

- Clinical hours: 160
- Note: Requires preceptor and clinical site approval prior to registration.

NRS 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:

- NRS 830 - Advanced Physical Assessment
- NRS 836 - Pharmacology for Practitioners
- NRS 838 - Advanced Pathophysiology

Restrictions and Notes:

- Clinical hours: 150 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor and clinical site approval prior to registration.

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- NRS 838 - Advanced Pathophysiology

Co-requisites:

- NRS 838 - Advanced Pathophysiology

NRS 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:

- GRD 798 - Essentials of Scholarly Writing
- NRS 807 - Theories and Concepts of Advanced Practice Roles

NRS 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:

- NRS 832 - Primary Healthcare I

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160 (MSN); 200 (DNP-effective Spring 2024)

NRS 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:

- NRS 832 - Primary Healthcare I

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.
- Clinical hours: 160 (MSN); 200 (DNP-effective Spring 2024)

NRS 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:

- NRS 840 - Primary Care of Children and Adolescent
- NRS 842 - Primary Care of Women

Restrictions and Notes:

- Note: Requires preceptor and clinical site approval prior to registration.

- Clinical hours: 180 (MSN); 250 (DNP-effective Spring 2024)

NRS 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:

- NRS 840 - Primary Care of Children and Adolescent
- NRS 842 - Primary Care of Women
- NRS 844 - Primary Healthcare II

Co-requisites:

- NRS 844 - Primary Healthcare II

NRS 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:

- NRS 863 - Complex Acute Care Concepts
- NRS 864 - Advanced Acute Care Concepts

Co-requisites:

- NRS 864 - Advanced Acute Care Concepts

NRS 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

Prerequisites:

- NRS 830 - Advanced Physical Assessment
- NRS 836 - Pharmacology for Practitioners

Co-requisites:

- NRS 830 - Advanced Physical Assessment
- NRS 856 - Introduction to Psychiatric-Mental Health Concepts

NRS 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:

- NRS 830 - Advanced Physical Assessment
- NRS 835 - Foundations of Psychiatric-Mental Health

Co-requisites:

- NRS 855 - Pharmacology for Psychiatric-Mental Health Nurse Practitioner

Restrictions and Notes:

- Clinical Hours: 150 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 856 - Introduction to Psychiatric-Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 160 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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 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:

- NRS 857 - Application of Psychiatric-Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 160 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 858 - Complex Psychiatric-Mental Health Concepts

Restrictions and Notes:

- Clinical Hours: 180 (MSN); 250 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 858 - Complex Psychiatric-Mental Health Concepts
- NRS 859 - Advanced Psychiatric-Mental Health Concepts

Co-requisites:

- NRS 859 - Advanced Psychiatric-Mental Health Concepts

NRS 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:

- NRS 830 - Advanced Physical Assessment

Restrictions and Notes:

- Clinical Hours: 150 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 861 - Introduction to Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 160 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 862 - Applying Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 160 (MSN); 200 (DNP-effective Spring 2024)
- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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:

- NRS 863 - Complex Acute Care Concepts

Restrictions and Notes:

- Clinical Hours: 180 (MSN); 250 (DNP-effective Spring 2024)

- Note: Requires preceptor & clinical site approval prior to registration.

NRS 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 setting. 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 and the ANPD competencies will be reviewed.

Semester hours: 2

Prerequisites:

- NRS 822 - Curriculum Development for the Nurse Educator
- NRS 823 - Evaluation Strategies for the Nurse Educator

Co-requisites:

- NRS 894 - Nursing Education Practicum

NRS 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:

- NRS 822 - Curriculum Development for the Nurse Educator
- NRS 823 - Evaluation Strategies for the Nurse Educator
- NRS 890 - Nurse Educator Transition to Practice

Co-requisites:

- NRS 890 - Nurse Educator Transition to Practice

Restrictions and Notes:

- 150 Practicum Hours
- Note: Requires preceptor and practicum site approval prior to registration.

NRS 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:

- HCA 800 - Ethics in Leadership
- HCA 808 - Healthcare Leadership
- HCA 826 - Healthcare Strategic Management
- HCA 828 - Financial Management in Healthcare
- HCA 833 - Healthcare Quality and Risk Management
- HCA 836 - Healthcare Project Management
- NRS 813 - Research Design and Methods II

Restrictions and Notes:

- 150 Practicum Hours
- Note: Requires preceptor and practicum site approval prior to registration.

Doctoral Nursing Courses

ANA 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 ANA 961 and finalized in ANA 962.

Semester hours: 2

Prerequisites:

- DNP 948 - Evidence-Based Practice

ANA 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:

- ANA 960 - DNP Scholarly Project I

ANA 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 ANA 960 and ANA 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:

- ANA 961 - DNP Scholarly Project II

ANA 963 - DNP Scholarly Project IV

AN 963 is an elective course that DNP students may take who need additional time to complete their DNP Scholarly Project. During this course, the DNP student will continue to lead a team to achieve the program goals and outcomes related to the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- ANA 962 - DNP Scholarly Project III

ANA 964 - ANP Scholarly Project V

ANA 964 is an elective course available to DNP students who need additional time completing their DNP Scholarly Project. As the leader of the 3-person project team, the DNP student will achieve the program goals and outcomes related to the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- ANA 963 - DNP Scholarly Project IV

DNP 901 - Preparing for Advanced Practice: Anatomy, Physiology, and Pathophysiology

This review course provides a comprehensive review of anatomy, physiology, and pathophysiology, with a focus on the major organ systems of the human body. Through a combination of lectures, discussions, and quizzes, students will review the structure and function of the human body, as well as the mechanisms underlying disease processes.

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:

- GRD 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:

- GRD 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:

- GRD 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:

- GRD 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 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, including the sources of funding for these programs (e.g., grants from foundations and/or government agencies). The collection of data through an in-depth needs assessment will be explored as will the elements required to apply for funding.

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

In this course, the DNP student will examine health care as it takes place in rural communities. The needs of rural residents differ from those of other healthcare consumers, as do the policies, systems, and delivery. The student will explore the roles and responsibilities of the advanced practice nurse/provider in this type of community as well as evidence-based solutions to issues and/or problems facing rural communities.

Semester hours: 2

DNP 928 - Population Health

This course will prepare the DNP graduate the knowledge and skills to develop, implement, and evaluate principles of prevention, health maintenance, and health promotion among a population using evidence-based practice. The course will focus on how the principles will be applied to different populations across lifespans to promote health equity and meet health outcomes. Further, the course will explore the development of community relationships and overcoming barriers.

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:

- GRD 798 - Essentials of Scholarly Writing

DNP 933 - Learning Theory: Principles and Practices for the Advanced Practice Nurse

In this course, the learner will examine the development, cognition, and philosophical underpinnings of selected theories of learning. Principles of learning theory will be applied to teaching and learning strategies for pathophysiology, pharmacology, physical assessment, and disease processes distinguished by the advanced practice nurse. Attention to learner needs, diverse learning environments, and strategies which enhance learning using a variety of techniques are reviewed.

Semester hours: 2

DNP 934 - Teaching, Learning, and Evaluation Strategies for the Advanced Practice Nurse

This course focuses on the development and implementation of teaching-learning strategies that enhance the organization and the delivery of educational content in a variety of settings using evidence-based practice. A variety of evaluation and assessment strategies will be reviewed and developed. Legal and ethical issues related to evaluation in nursing programs will be discussed.

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:

- GRD 847 - Applied Statistics

Co-requisites:

- GRD 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:

- GRD 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:

- GRD 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

DNP 963 is an elective course that DNP students may take who need additional time to complete their DNP Scholarly Project. During this course, the DNP student will continue to lead a team to achieve the program goals and outcomes related to the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- DNP 962 - DNP Scholarly Project III

DNP 964 - DNP Scholarly Project V

DNP 964 is an elective course available to DNP students who need additional time completing their DNP Scholarly Project. As the leader of the 3-person project team, the DNP student will achieve the program goals and outcomes related to the DNP Scholarly Project.

Semester hours: 3

Prerequisites:

- DNP 963 - DNP Scholarly Project IV

Physical Therapist Assistant

Director of Physical Therapist Assistant
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Mission

The Physical Therapist Assistant (PTA) program at Clarkson College utilizes high quality, well-integrated, contemporary curricula to prepare students to deliver professional, ethical, competent and compassionate health care.

Program Description

The 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 physical therapy requires an educated individual who demonstrates compassion for 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 Specific Competencies

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 and promote justice, equity, diversity, and belonging. (**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.

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 by improving movement of individuals across the lifespan with skilled physical therapy services. PTAs 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 the Associate of Science in PhysicalTherapist Assistant program for the Traditional PTA program option and the Transfer PTA program option, and prior to application into the Bachelor of Science in Physical Therapist Assistant program. The Bachelor of Science in PTA is a degree completion program; therefore applicants must have graduated from an accredited PTA program prior to entering the Bachelor of Science in PTA program. 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 - Traditional Option

Director of Physical Therapist Assistant
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Introduction

The Associate of Science in Physical Therapist Assistant (AS PTA) degree program prepares students to carry out customized rehabilitative care plans tailored to their patients' individual needs. The program offers two options: an on-campus, 24-month (6 semesters) traditional track for first-time college students or those with college credits who want to take courses at a slower pace; and a hybrid, 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.

Content for the traditional track is delivered with an in-person mode of delivery. Content for the transfer track is delivered with a hybrid mode of delivery. Students in the transfer track access online, asynchronously lecture and lab videos, and attend four on-campus skills weekends (Fri/Sat) per semester for the first three semesters (12 total skills weekends).

Clinical education is a vital part of the PTA curriculum by immersing students in the clinical environment to prepare students for the workforce. Both the traditional and transfer tracks include three full-time clinicals which are one 3-week clinical and two 6-week clinicals.

Successful completion of the PTA program leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapy Examination (NPTE) to obtain a PTA license.

PTA graduates can take their career to a new level by enrolling in the Multiple Degree option for the Associate and Bachelor of Science in PTA degree program. After earning the Associate of Science in PTA degree, students begin the Bachelor of Science in PTA degree completion program. The multiple enrollment in PTA option will open doors for career growth through advanced skills in clinical decision-making, multi-system interventions, and leadership within the profession and community.

The PTA traditional track degree requirements are listed below.

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 Courses = 16 semester hours** (eight semester hours of the General Education hours includes the support courses of Anatomy and Physiology)
- **PTA Major Courses = 49 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.

Course	Semester Hours
◊ Healthcare Communication Core - HCC 200 Developing Cultural Competence OR HCC 210 Patient Engagement, Medicine, and Mass Media, OR HCC 220 Communicating Confidently Across Cultures	3
Humanities Healthcare Core - HUM 200 A Cultural History of the Healing Arts OR HUM 205 The History of Science, Technology and Medicine OR HUM 210 American Social Movements OR HUM 215 Academic Travel Abroad Humanities OR HUM 220 World Religions	3
Ethics, Empathy and Advocacy Healthcare Core - EEA 200 Healthcare Ethics OR EEA 205 Death and Dying OR EEA 210 American Poverty and	3

Course	Semester Hours
Healthcare OR EEA 215 Abnormal Psychology	
	Total 9

Curriculum Plan

The following curriculum plan for an Associate of Science in Physical Therapist Assistant degree has been provided to guide students in preparing a degree plan. Students should seek the advice of a PTA advisor to customize a degree. All semester hours of PTA major courses must be completed at Clarkson College. In addition, once a student enrolls at Clarkson College, all general education coursework must be completed at the College.

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Multiple Degree Options

The **multiple degree option** is for students completing multiple degrees at Clarkson College. This option allows credits earned while completing the Associate of Science in Physical Therapist Assistant degree to be applied to the a Bachelor degree offered at Clarkson College. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Healthcare Business
- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Physical Therapist Assistant
- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Community Health

PTA Required Courses Traditional Option (24-month)

First Year

First Semester

Courses	Semester Hours
BIO 211 - Human Anatomy - Lecture and Lab	4
ENG 101 - English Composition I	3
GEN 105 - Medical Terminology	1
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
GEN 251 - Wellness for the Healthcare Professional	1
IPE 301 - Interprofessional Education	0
Total Semester Hours	14

Second Semester

Courses	Semester Hours
BIO 213 - Human Physiology - Lecture and Lab	4
ICC HUM EEA - Healthcare Core Courses	3
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
Total Semester Hours	15

Third Semester

Courses	Semester Hours
ICC HUM EEA - Healthcare Core Courses	3
PTA 122 - Therapeutic Modalities	3
Total Semester Hours	6

Second Year

First Semester

Courses	Semester Hours
PTA 205 - Pathophysiology	3
PTA 111 - Clinical Readiness	2
PTA 215 - Therapeutic Exercise II	3
PTA 222 - Therapeutic Interventions	3
PSY 101 - Introduction to Psychology	3
Total Semester Hours	14

Second Semester

Courses	Semester Hours
PTA 211 - Clinical Practicum I	3
ICC HUM EEA - Healthcare Core Courses	3
◊ PTA 213 - Professional Leadership Seminar	1
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
Total Semester Hours	13

Third Semester

Courses	Semester Hours
PTA 241 - Clinical Practicum II	6
PTA 246 - Clinical Practicum III	6
Total Semester Hours	12

Total Semester Hours - 74

Associate of Science in Physical Therapist Assistant - Transfer Option

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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 options: an on-campus, 24-month (6 semester) traditional track for first-time college students or those with college credits who want to take courses at a slower pace; and a hybrid, 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, including general education pre-requisite courses.

The hybrid PTA Transfer track requires all the same PTA coursework as the in-person PTA Traditional track. The content for the transfer track is delivered with a hybrid mode of delivery. Since students complete general education prerequisite courses, the transfer track primarily focused on PTA coursework allowing students to complete their degree in just four semesters with the flexibility of hybrid mode of delivery. Students will access online, asynchronously lecture and lab videos, and attend four on-campus skills weekends per semester for the first three semesters (12 total skills weekends). The on-campus skills weekends take place Thursday to Saturday. Please refer to the academic calendar for the most recent updates.

Clinical education is a vital part of the PTA curriculum by immersing students in the clinical environment to prepare students for the workforce. Both the traditional and transfer tracks include three full-time clinicals which are one 3-week clinical and two 6-week clinicals.

Successful completion of the PTA program leads to an Associate of Science degree, making students eligible to sit for the National Physical Therapy Examination (NPTE) to obtain a PTA license.

PTA graduates can take their career to a new level by enrolling in the Multiple Degree Associate and Bachelor of Science in PTA degree program. After earning the Associate of Science in PTA degree, students begin the Bachelor of Science in PTA degree completion program. The multiple enrollmentgree in PTA option will open doors for career growth through advanced skills in clinical decision-making, multi-system interventions, and leadership within the profession and community.

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 possesses 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 = 16 semester hours:** Pre-requisites listed below must be completed prior to enrollment.
- **PTA Major Courses = 49 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.

Course	Semester Hours
◊ Healthcare Communication Core - CCC 200 Developing Cultural Competence OR HCC 250 Advancing Cultural Competence	3
Humanities Healthcare Core - HUM 200 A Cultural History of the Healing Arts OR HUM 205 The History of Science, Technology and Medicine OR HUM 210 American Social Movements OR HUM 215 Academic Travel Abroad Humanities	3
Ethics, Empathy and Advocacy Healthcare Core - EEA 200 Biomedical Ethics in Healthcare OR EEA 205 Death and Dying OR EEA 210	3

Course	Semester Hours
American Poverty and Healthcare OR EEA 215 Abnormal Psychology	

Required General Education/Support Courses

The following courses must be completed prior to entry into the PTA Transfer option:

Course	Semester Hours
Medical Terminology	1
English Composition I	3
Introduction to Psychology	3
Anatomy (plus lab) (must be current within last seven years)	4
Physiology (plus lab) (must be current within last seven years)	4
Electives (minimum)	20
	Total 35

Note: Students that do not possess an associates degree or higher level degree must complete an additional 20 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.

Multiple Degree Options

The **multiple 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 an Associate of Science in Physical Therapist Assistant. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Healthcare Business
- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Physical Therapist Assistant
- Multiple degree: Associate of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Community Health

PTA - Transfer Track Required Courses (16-month option)

First Year

First Semester

Courses	Semester Hours
PTA 105 - Functional Anatomy for the Physical Therapist Assistant	3
PTA 106 - Introduction to Physical Therapy	2
PTA 107 - Documentation for the Physical Therapist Assistant	2
PTA 110 - Basic Skills in Physical Therapy	3
PTA 115 - Therapeutic Exercise I	3
GEN 251 - Wellness for the Healthcare Professional	1
IPE 301 - Interprofessional Education	0
Total Semester Hours	14

Second Semester

Courses	Semester Hours
PTA 122 - Therapeutic Modalities	3
PTA 111 - Clinical Readiness	2
PTA 205 - Pathophysiology	3

Courses	Semester Hours
PTA 222 - Therapeutic Interventions	3
PTA 215 - Therapeutic Exercise II	3
HCC Core - Healthcare Communication	3
Total Semester Hours	17

Third Semester

Courses	Semester Hours
◊ PTA 213 - Professional Leadership Seminar	1
PTA 211 - Clinical Practicum I	3
PTA 230 - Advanced Procedures	3
PTA 235 - Therapeutic Exercise III	3
HUM Core - Humanities	3
Total Semester Hours	13

Second Year

First Semester

Courses	Semester Hours
PTA 241 - Clinical Practicum II	6
PTA 246 - Clinical Practicum III	6
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	15

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 PTA skills, clinical decision-making, and holistic, multi-system care. Gradates will be prepared to use leadership skills to influence systemic change within the profession and their community. Designed as a degree completion program, PTA graduates can advance their Associates degree to a Bachelor degree with focused content for the PTA clinician. The program can be completed in as few as four (full time) or seven (part time) semesters. Course sequence plans can be individualized to meet student needs.

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 and promote justice, equity, diversity, and belonging. **(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, and must have completed

Anatomy lecture and lab and Physiology lecture and lab prior to starting the Bachelor of Science in PTA degree completion program.

To earn the Bachelor of Science in Physical Therapist Assistant degree, students must successfully complete a total of 122 semeter hours. Students receive 65 hours of direct transfer credits for the above-mentioned prerequisites. The remaining 57 hours are distributed as follows:

- General Courses = 26 semester hours
- Core Courses = 9 semester hours
- PTA Major Courses = 22 semester hours

Service Requirements

Service reflects a holistic view that focuses on how individuals provide high quality, ethical and compassionate service in the field of health care and the community at large. Students will become familiar with service agencies, connect learning with practice and engage in civic service activities to live and demonstrate the Clarkson College Values of Learning, Caring, Commitment, Integrity and Excellence.

All students are required to complete designated service courses as a component of their program of study. Successful completion of service experiences is required to pass the designated service courses. Designated service courses are identified using the following symbol: ◊

Bachelor of Science in PTA Required Courses

The required courses for the Bachelor of Science in Physical Therapist Assistant degree are listed below.

View course descriptions

Multiple Degree Options

The **multiple degree option** is for students completing multiple degrees at Clarkson College. This option allows credits earned while completing the Associate of Science in Physical Therapist Assistant to be applied to a Bachelor's degree offered at Clarkson College; or credits earned while completing the Bachelor of Science in Physical Therapist Assistant to be applied toward another Bachelor's degree offered at Clarkson College.

- Multiple degree: Bachelor of Science degree in Physical Therapist Assistant/ Bachelor of Science degree in Community Health
- Multiple degree: Bachelor of Science degree in Physical Therapist Assistant/ Associate of Science degree in Physical Therapist Assistant
- Multiple degree: Bachelor of Science in Physical Therapist Assistant/Bachelor of Science in Healthcare Business

Required Courses for Bachelor of Science in Physical Therapist Assistant

General Courses

26 semester hours

Courses	Semester Hours
PSY 101 - Introduction to Psychology	3
BIO 122 - Nutrition Science	3
HIM 180 - Essentials of Pharmacology	2
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3
MAT 310 - Statistics	3
MAT 130 - College Algebra	3
Total Semester Hours	20

Core Courses

9 semester hours

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA Core - Ethics, Empathy, and Advocacy	3
Total Semester Hours	9

Major Courses

22 semester hours

Courses	Semester Hours
PTA 150 - Clinical Leadership & Practice Integration I	1

Courses	Semester Hours
PTA-250 - Clinical Leadership & Practice Integration II	1
PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy	3
PTA 307 - Outcome Measures & Reporting for the PTA	3
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
PTA 335 - Advanced Musculoskeletal System Interventions	3
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 370 - Acute to Chronic Care in Physical Therapy	3
◊ PTA 475 - Capstone	1
Total Semester Hours	19

Sample Curriculum Plan for the Bachelor of Science in PTA - Full Time Option

First Year

First Semester

Courses	Semester Hours
BIO 122 - Nutrition Science	3
ENG 101 - English Composition I	3
ENG 101 - English Composition I	3
PTA 150 - Clinical Leadership & Practice Integration I	1
PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy	3
MAT 310 - Statistics	3
IPE 301 - Interprofessional Education	0
Total Semester Hours	16

Third Semester

Courses	Semester Hours
HUM Core - Humanities	3
MAT 130 - College Algebra	3
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 307 - Outcome Measures & Reporting for the PTA	3
PTA 370 - Acute to Chronic Care in Physical Therapy	3
Total Semester Hours	13

Second Year

Total Semester Hours - 122

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

First Year

First Semester

Courses	Semester Hours
ENG 101 - English Composition I	3
HCC Core - Healthcare Communication	3
MAT 130 - College Algebra	3
PTA 150 - Clinical Leadership & Practice Integration I	1
IPE 301 - Interprofessional Education	0
Total Semester Hours	10

Third Semester

Courses	Semester Hours
EEA Core - Ethics, Empathy, and Advocacy	3
PTA 307 - Outcome Measures & Reporting for the PTA	3
Total Semester Hours	6

Second Year

First Semester

Courses	Semester Hours
MAT 310 - Statistics	3
PTA 260 - Evidence-Based Practice and Ethics in Physical Therapy	3
PSY 101 - Introduction to Psychology	3
Total Semester Hours	9

Second Semester

Courses	Semester Hours
BIO 122 - Nutrition Science	3
HIM 180 - Essentials of Pharmacology	2
PTA 330 - Advanced Neurological & Cardiopulmonary Interventions	3
Total Semester Hours	8

Third Semester

Courses	Semester Hours
HUM Core - Humanities	3
PTA 350 - Clinical Leadership & Practice Integration III	1
PTA 370 - Acute to Chronic Care in Physical Therapy	3
Total Semester Hours	7

Third Year

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 hybrid option has four on-campus skills weekends focused on psychomotor skills for the PTA.

Semester hours: 3

PTA 105RS - 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 hybrid option has four on-campus skills weekends focused on psychomotor skills for the PTA.

Semester hours: 3

PTA 111 - Clinical Readiness

This course will prepare students for clinical education experiences through self-assessment of professional behaviors necessary for clinical practice. Students will explore topics related to the delivery of health care services including communication, cultural responsiveness, ethics, financial management, and advocacy.

Semester hours: 2

Prerequisites:

- PTA 110 - Basic Skills in Physical Therapy
- PTA 115 - Therapeutic Exercise I

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 hybrid option has four on-campus skills weekends focused on psychomotor skills for the PTA.

Semester hours: 3

Prerequisites:

- BIO 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 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:

- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- PTA 110 - Basic Skills in Physical Therapy
- PTA 115 - Therapeutic Exercise I

PTA 211 - Clinical Practicum I

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. A minimum of 120 hours of clinical per semester.

Semester hours: 3

Prerequisites:

- PTA 111 - Clinical Readiness
- PTA 215 - Therapeutic Exercise II
- PTA 222 - Therapeutic Interventions

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

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 hybrid option has four on-campus skills weekends focused on psychomotor skills for the PTA.

Semester hours: 3

Prerequisites:

- PTA 115 - Therapeutic Exercise I

PTA 222 - Therapeutic Interventions

(Three hours theory) 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, cerebro-vascular accidents, as well as advanced rehabilitation techniques for cardiopulmonary conditions, industrial wellness and pediatric conditions. Included are also evidence-based practice activities and PT/PTA relationship activities with neighboring PT programs. Emphasis is placed on integration of skills learned over the course of the PTA program to form complete and thorough patient care experiences. 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, women's health, and industrial wellness. 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 hybrid 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 241 - Clinical Practicum II

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. A minimum of 240 hours of clinical per semester.

Semester hours: 6

Prerequisites:

- PTA 211 - Clinical Practicum I
- 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 246 - Clinical Practicum III

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 in an in-service, present a patient case study and relate how the PTA fits into an integrated health care environment. A minimum of 240 hours of clinical per semester.

Semester hours: 6

Prerequisites:

- PTA 241 - Clinical Practicum II

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

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

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 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

PTA 475 - Capstone

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. 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. **This course emphasizes student engagement using a required service experience.**

Semester hours: 1

Prerequisites:

- PTA 370 - Acute to Chronic Care in Physical Therapy

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.*

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:** ◊

Bachelor of Science in Psychology

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)**

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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 Courses

(54 semester hours)

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
ENG 101 - English Composition I	3
ENG 102 - English Composition II	3

Courses	Semester Hours
GEN 220 - Gerontology	2
MAT 130 - College Algebra	3
PSY 101 - Introduction to Psychology	3
PSY 200 - Human Development	3
SOC 101 - Introduction to Sociology	3
MAT 310 - Statistics	3
SOC 220 - Medical Sociology	2
GEN 251 - Wellness for the Healthcare Professional	1
BIO 110 - Fundamentals of Biology I - Lecture and Lab	4
BIO 210 - Microbiology - Lecture and Lab	4
BIO 211 - Human Anatomy - Lecture and Lab	4
BIO 213 - Human Physiology - Lecture and Lab	4
CHM 150 - General Chemistry - Lecture and Lab	4
CHM 270 - Biochemistry - Lecture and Lab	4
BIO 111 - Fundamentals of Biology II - Lecture and Lab OR CHM 151 - General Chemistry II - Lecture and Lab OR PHY 200 - Physics I - Lecture and Lab	4 4 4
Total Semester Hours	54

Core Courses

(9 semester hours)

Courses	Semester Hours
HCC Core - Healthcare Communication	3
HUM Core - Humanities	3
EEA 210 - American Poverty and Healthcare	3
Total Semester Hours	9

Major Courses

(57 semester hours)

Courses	Semester Hours
PSY 230 - Professional Seminar in Psychology	3
PSY 240 - Cultural Psychology	3
PSY 300 - Research Methods for Health and Social Sciences	3
PSY 320 - Health Psychology	3
◊ PSY 330 - Social Psychology	3
PSY 410 - Behavioral Neuroscience	3
CHL 243 - Trauma Informed Care	3
◊ CHL 244 - Vulnerable Populations	3
CHL 245 - Family Dynamics	1
CHL 249 - Crisis Intervention	1
CHL 252 - Information and Referral	2
CHL 333 - Psychological and Social Aspects of Aging	3
CHL 364 - Mental Health of Women Throughout the Lifespan	3
EEA 205 - Death and Dying	3
EEA 215 - Abnormal Psychology	3
EEA 200 - Healthcare Ethics	3
PSY 420 - Cognitive Psychology	3
PSY 350 - Introduction to Counseling Skills	3
PSY 360 - Psychopharmacology, Addiction, and Substance Abuse	4
◊ PSY 450 - Fieldwork	2
PSY 460 - Capstone	2
Total Semester Hours	57

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

Courses	Semester Hours
PSY 101 - Introduction to Psychology	3
PSY 200 - Human Development	3
EEA 215 - Abnormal Psychology	3
PSY 320 - Health Psychology	3
EEA 205 - Death and Dying	3
PSY 350 - Introduction to Counseling Skills	3
Total Semester Hours	18

Psychology Certificate

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.

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Service Requirements

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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 Psychology Certificate

Courses	Semester Hours
PSY 101 - Introduction to Psychology	3
PSY 200 - Human Development	3
EEA 215 - Abnormal Psychology	3
PSY 320 - Health Psychology	3
EEA 205 - Death and Dying	3
PSY 350 - Introduction to Counseling Skills	3
◊ PSY 450 - Fieldwork	2
Total Semester Hours	20

Undergraduate Psychology Courses

PSY 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

PSY 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:

- PSY 101 - Introduction to Psychology

Restrictions and Notes:

- PSY 101 may be taken concurrently

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

Restrictions and Notes:

- PSY 101 may be taken concurrently

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

PSY 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. Prerequisites: ENG 101, MAT 130, MAT 310 and PSY 101, PSY 230 for Psychology majors.

Semester hours: 3

Prerequisites:

- ENG 101 - English Composition I
- MAT 310 - Statistics

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

PSY 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

Prerequisites:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- CHM 150 - General Chemistry - Lecture and Lab
- CHM 270 - Biochemistry - Lecture and Lab
- PSY 101 - Introduction to Psychology
- PSY 230 - Professional Seminar in Psychology
- PSY 320 - Health Psychology

PSY 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

Prerequisites:

- BIO 110 - Fundamentals of Biology I - Lecture and Lab
- BIO 211 - Human Anatomy - Lecture and Lab
- BIO 213 - Human Physiology - Lecture and Lab
- PSY 101 - Introduction to Psychology

PSY 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

Prerequisites:

- PSY 101 - Introduction to Psychology

PSY 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

PSY 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

Radiography & Medical Imaging

Director of Radiography
& Medical Imaging
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Radiography Mission

The Clarkson College Radiography program offers a high-quality education that integrates professional standards to prepare students to provide ethical and compassionate healthcare. Through broad educational experiences and diverse clinical settings, students develop skills in critical thinking and communication, as well as a commitment to patient care.

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)(ARRT). 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 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).

Bachelor of Science in 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 a diverse patient population. **(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 Courses = 28 semester hours** (The following courses compose 9 hours: English Composition I & II, and College Algebra. All remaining hours are electives. All courses must be completed with a “C” or higher)

- **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**
- **Major Courses = 30 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).

Multiple Degree Options

The **multiple 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 an Bachelor of Science in Medical Imaging. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Bachelor of Science degree in Medical Imaging/Associate of Science degree in Radiography

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

31 semester hours

Courses	Semester Hours
DMI 330 - Pathophysiology	3
◊ DMI 414 - Introduction to Healthcare Delivery Systems	3
DMI 410 - Cross-Sectional Anatomy I	3
DMI 411 - Cross-Sectional Anatomy II	3
IPE 301 - Interprofessional Education	0
Electives	19
Total Semester Hours	31

Elective Courses

All students, with the approval of their advisor, must choose 18 semester hours of Medical Imaging major elective courses. The students will choose from the following electives:

Courses	Semester Hours
DMI 384 - Pediatric Externship	3
DMI 385 - CT Externship	3
DMI 386 - MRI Externship	3
DMI 388 - Mammography Externship	3
DMI 391 - Bone Densitometry Externship	3
DMI 393 - Vascular Interventional Externship	3
DMI 395 - Cardiac-Interventional Externship	3
DMI 413 - Advanced Pediatric Imaging	3
DMI 415 - Computed Tomography	3
DMI 416 - Computed Tomography Protocols	3
DMI 417 - Vascular Interventional Radiography	3
DMI 419 - Cardiac-Interventional Radiography	3
DMI 423 - Angiographic and Interventional Procedures	3

Courses	Semester Hours
DMI 427 - Mammography	3
DMI 427 - Mammography	3
DMI 432 - Bone Densitometry	3
DMI 438 - MRI Physics and Instrumentation	3
DMI 439 - MRI Protocols	3
DMI 441 - Medical Imaging Department Management	3
DMI 449 - Imaging Informatics Externship	3
DMI 450 - Advanced Imaging Informatics Externship	3
DMI 451 - Technology Utilization for Medical Imaging Informatics	3
DMI 452 - Operational Strategies for Medical Imaging Informatics	3
DMI 453 - Organizational Planning and Vision for Medical Imaging Informatics	3
DMI 454 - Advanced Assessment and Application for Medical Imaging Informatics	3
DMI 455 - Foundations of Medical Imaging Education	3
DMI 456 - Leadership in Medical Imaging	3
DMI 360 - Introduction to Medical 3D Printing and Visualization	3
DMI 457 - Introduction to Medical 3D Imaging Segmentation and Applications	3
DMI 458 - Advanced Medical 3D Imaging Segmentation and Applications	3
DMI 461 - Multimedia Advanced Segmentation	3
DMI 462 - Medical 3D Printing Symposium	3
DMI 463 - Medical 3D Printing Quality Assurance and Regulations	3
DMI 459 - Medical 3D Printing Specialist Externship	3
DMI 470 - Advanced Vascular Interventional Externship	3
DMI 471 - Advanced Cardiac-Interventional Externship	3

Courses	Semester Hours
DMI 474 - Advanced Pediatric Externship	3
DMI 475 - Advanced CT Externship	3
DMI 476 - Advanced MRI Externship	3
DMI 478 - Advanced Mammography Externship	3
DMI 481 - Advanced Bone Densitometry Externship	3
DMI 492 - Independent Studies in Medical Imaging	0

Associate of Science in Radiography

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Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from the 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 and are offered as on-campus courses only:

- **General Courses = 15 semester hours** (The following courses compose the 15 hours: Anatomy, Physiology, English Composition I, Medical Terminology, College Algebra)
- **Core Courses = 9 semseter hours** (Healthcare 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** (Each course needs to be completed with a "C" or above.)

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: ◊

Multiple Degree Options

The **multiple 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 an Associate of Science in Radiography. Students must apply and be properly admitted to multiple degrees. Admission into one major does not guarantee later admission into a second major. The options include but are not limited to:

- Multiple degree: Associate of Science degree in Radiography/Bachelor of Science degree in Medical Imaging
- Multiple degree: Associate of Science degree in Radiography/Bachelor of Science degree in Community Health

Curriculum plan of required courses for Radiography

First Year

First Semester

Courses	Semester Hours
BIO 211 - Human Anatomy - Lecture and Lab	4
MAT 130 - College Algebra	3
GEN 105 - Medical Terminology	1
RAD 104 - Introduction to Radiography	1
RAD 262 - Radiation Physics	3
◊ RAD 105 - Patient Care and Lab	3
RAD 099 - Radiography Seminar	0

Courses	Semester Hours
IPE 301 - Interprofessional Education	0
Total Semester Hours	15

Second Semester

Courses	Semester Hours
BIO 213 - Human Physiology - Lecture and Lab	4
RAD 100 - Radiography Seminar	0
RAD 110 - Radiographic Procedures I and Lab	4
RAD 120 - Radiographic Exposures I and Lab	4
Total Semester Hours	12

Third Semester

Courses	Semester Hours
RAD 125 - Radiographic Exposures II and Lab	4
RAD 140 - Radiographic Procedures II and Lab	4
RAD 271 - Radiation Biology	3
ENG 101 - English Composition I	3
Total Semester Hours	14

Second Year

First Semester

Courses	Semester Hours
RAD 246 - Radiographic Procedures III and Lab	3
RAD 250 - Radiographic Pathology	2
RAD 265 - Clinical Experience I	4
ICC HUM EEA - Healthcare Core Courses	3
Total Semester Hours	12

Second Semester

Courses	Semester Hours
ICC HUM EEA - Healthcare Core Courses	3
RAD 275 - Clinical Experience II	8
Total Semester Hours	11

Third Semester

Courses	Semester Hours
RAD 285 - Clinical Experience III	6
ICC HUM EEA - Healthcare Core Courses	3
Total Semester Hours	9

Total Semester Hours - 73

Certificate in Medical Imaging Informatics

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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
DMI 451 - Technology Utilization for Medical Imaging Informatics	3
DMI 452 - Operational Strategies for Medical Imaging Informatics	3
DMI 453 - Organizational Planning and Vision for Medical Imaging Informatics	3
DMI 454 - Advanced Assessment and Application for Medical Imaging Informatics	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 DMI 453 and DMI 454 will the 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.

Certificate in Medical 3D Printing and Visualization Specialist

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Certificate Description

The Certificate in Medical 3D Printing and Visualization Specialist 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 and Visualization Specialist

Courses	Semester Hours
DMI 457 - Introduction to Medical 3D Imaging Segmentation and Applications	3
DMI 458 - Advanced Medical 3D Imaging Segmentation and Applications	3
DMI 461 - Multimedia Advanced Segmentation	3
DMI 462 - Medical 3D Printing Symposium	3
DMI 360 - Introduction to Medical 3D Printing and Visualization	3
DMI 463 - Medical 3D Printing Quality Assurance and Regulations	3
Total Semester Hours	18

Total Semester Hours in Program 18

Foundational knowledge in Cross Sectional imaging is essential, students may be required to take cross-sectional imaging as a pre-requisite.

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
DMI 410 - Cross-Sectional Anatomy I	3

Courses	Semester Hours
DMI 411 - Cross-Sectional Anatomy II	3
DMI 415 - Computed Tomography	3
DMI 416 - Computed Tomography Protocols	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 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
DMI 410 - Cross-Sectional Anatomy I	3
DMI 411 - Cross-Sectional Anatomy II	3
DMI 438 - MRI Physics and Instrumentation	3
DMI 439 - MRI Protocols	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

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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

Courses	Semester Hours
DMI 423 - Angiographic and Interventional Procedures	3
DMI 419 - Cardiac-Interventional Radiography	3
DMI 417 - Vascular Interventional Radiography	3
◊ DMI 414 - Introduction to Healthcare Delivery Systems	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 Leadership in Medical Imaging

Director of Radiography
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Admission Policies

Enrollment in Clarkson College degree programs is limited through a selective admissions process. Admission policies and procedures are available from: the

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
DMI 441 - Medical Imaging Department Management	3
◊ DMI 414 - Introduction to Healthcare Delivery Systems	3
DMI 456 - Leadership in Medical Imaging	3
BUS 357 - Healthcare Accounting and Financial Management	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:
  - Kendra Swanson (swansonkendra@clarksoncollege.edu) - CT
  - Kendra Swanson (swansonkendra@clarksoncollege.edu) - MRI
  - Ann Hagenau (hagenau@clarksoncollege.edu) - Mammography and Bone Densitometry
  - Kelly Eaton (eatonkelly@clarksoncollege.edu)- Imaging Informatics
  - Katie Fulton (fultonkatie@clarksoncollege.edu) - Angiography, CI, VI and Pediatrics
- Complying with all AGENCY health and safety, drug and alcohol tests, and criminal background check requirements.
- Submitting proof of completed health and safety requirements to certified background prior to starting the clinical experience.

Deadline Date

Externship 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 certfification, 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.*

Undergraduate Radiography & Medical Imaging Courses

DMI 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

DMI 360 - Introduction to Medical 3D Printing and Visualization

This introductory course provides a comprehensive overview of medical 3D printing and visualization, covering essential 3D printing technologies and materials, software tools for design and slicing, FDA regulations, quality assurance and the setup of a 3D lab. Students will learn scanning protocols, explore various medical applications such as surgical planning, and gain foundational knowledge in post-processing techniques. Through lectures, hands-on activities, and case studies, students will develop a solid foundation in the principles and practices of medical 3D printing and visualization.

Semester hours: 3

DMI 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:

- DMI 413 - Advanced Pediatric Imaging

Co-requisites:

- DMI 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.

DMI 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:

- DMI 415 - Computed Tomography

Co-requisites:

- DMI 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.

DMI 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:

- DMI 438 - MRI Physics and Instrumentation

Co-requisites:

- DMI 439 - MRI Protocols

Restrictions and Notes:

- When the courses are taken concurrently, failure of MI 439 will result in automatic failure of MI 386.

DMI 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:

- DMI 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 DMI 427 will result in automatic failure of DMI 388.

DMI 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:

- DMI 432 - Bone Densitometry

Co-requisites:

- DMI 432 - Bone Densitometry

Restrictions and Notes:

- When the courses are taken concurrently, failure of DMI 432 will result in automatic failure of DMI 391.

DMI 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:

- DMI 417 - Vascular Interventional Radiography
- DMI 423 - Angiographic and Interventional Procedures

Co-requisites:

- DMI 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.

DMI 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:

- DMI 419 - Cardiac-Interventional Radiography
- DMI 423 - Angiographic and Interventional Procedures

Co-requisites:

- DMI 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.

DMI 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:

- BIO 211 - Human Anatomy - Lecture and Lab

DMI 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:

- BIO 211 - Human Anatomy - Lecture and Lab

DMI 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

DMI 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

DMI 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:

- DMI 410 - Cross-Sectional Anatomy I
- DMI 411 - Cross-Sectional Anatomy II

Co-requisites:

- DMI 410 - Cross-Sectional Anatomy I
- DMI 411 - Cross-Sectional Anatomy II

DMI 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:

- DMI 415 - Computed Tomography

DMI 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:

- DMI 423 - Angiographic and Interventional Procedures

DMI 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:

- DMI 423 - Angiographic and Interventional Procedures

DMI 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

DMI 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

DMI 431 - Digital Breast Tomosynthesis

This course is designed to provide the requisite theories, concepts and practices in digital breast tomosynthesis (DBT) procedures. DBT physics, instrumentation, and image creation serve as the foci of this course. The course also introduces the process of image evaluation.

Semester hours: 1

DMI 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

DMI 438 - MRI Physics and Instrumentation

(Three hours theory per week) This course provides students with the basic concepts of the physics of magnetic resonance imaging (MRI) and the instrumentation utilized in MRI image acquisition. Students will explore a historical perspective leading to the development and production of MRI images, MRI image weighting and contrast, different pulse sequences utilized, protocol optimization, and MRI image artifacts. Hazards associated with strong magnetic fields and radio frequencies are discussed, as well as the actual components of the MRI equipment.

Semester hours: 3

DMI 439 - MRI Protocols

(Three hours theory per week) This course discusses imaging of the head, neck, spine, thorax, abdomen, pelvis, and extremities in detail. The details covered for these common examinations includes the following to correlate to the ARRT MR Registry Examination: common exam indications, equipment needed, patient positioning, slice prescription, suggested protocol, protocol optimization, and patient considerations. The nature and use of contrast agents are also discussed. Finally, the biological effects of MRI, patient education, screening and care are reviewed from previous course work.

Semester hours: 3

Prerequisites:

- DMI 438 - MRI Physics and Instrumentation

DMI 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

DMI 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 DMI 450.

Semester hours: 3

Prerequisites:

- DMI 453 - Organizational Planning and Vision for Medical Imaging Informatics
- DMI 454 - Advanced Assessment and Application for Medical Imaging Informatics

Co-requisites:

- DMI 453 - Organizational Planning and Vision for Medical Imaging Informatics
- DMI 454 - Advanced Assessment and Application for Medical Imaging Informatics

Restrictions and Notes:

- When the courses are taken concurrently, failure of DMI 447 and/or DMI 448 will result in automatic failure of DMI 449.

DMI 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:

- DMI 449 - Imaging Informatics Externship

Co-requisites:

- DMI 449 - Imaging Informatics Externship

Restrictions and Notes:

- When the courses are taken concurrently, failure of DMI 453, DMI 454 and/or DMI 449 will result in automatic failure of DMI 450.

DMI 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.

DMI 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:

- DMI 451 - Technology Utilization for Medical Imaging Informatics

Restrictions and Notes:

- 7.5 week course offered fall and spring semesters.

DMI 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:

- DMI 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.

DMI 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:

- DMI 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.

DMI 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

DMI 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

DMI 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

DMI 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:

- DMI 457 - Introduction to Medical 3D Imaging Segmentation and Applications

Co-requisites:

- DMI 385 - CT Externship
- DMI 386 - MRI Externship
- DMI 393 - Vascular Interventional Externship
- DMI 395 - Cardiac-Interventional Externship
- DMI 470 - Advanced Vascular Interventional Externship
- DMI 471 - Advanced Cardiac-Interventional Externship
- DMI 475 - Advanced CT Externship
- DMI 476 - Advanced MRI Externship

DMI 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

DMI 461 - Multimedia Advanced Segmentation

This course will complement the student's prior knowledge of medical 3D printing while introducing the student to emerging advanced visualization techniques. The topics covered include virtual reality anatomic modeling, silicon molding and creating patient-specific cutting guides. The student will make use of interactive and virtual reality software to participate in hands-on activities to prepare virtual medical 3D models. Additionally, the student will prepare a silicon mold for anatomic modeling.

Semester hours: 3

Prerequisites:

- DMI 457 - Introduction to Medical 3D Imaging Segmentation and Applications

- DMI 458 - Advanced Medical 3D Imaging Segmentation and Applications

DMI 462 - Medical 3D Printing Symposium

The symposium course will showcase the student's knowledge of medical 3D printing. The students will be given a case to 3D print. The students will collaborate with an interprofessional medical team to print a medical 3D print and a virtual reality file. This course will educate health care providers to improve diagnoses, enhancing treatment plans and improving patient outcomes.

Semester hours: 3

Prerequisites:

- DMI 457 - Introduction to Medical 3D Imaging Segmentation and Applications
- DMI 458 - Advanced Medical 3D Imaging Segmentation and Applications
- DMI 461 - Multimedia Advanced Segmentation

DMI 463 - Medical 3D Printing Quality Assurance and Regulations

This course provides an in-depth exploration of quality assurance and regulatory requirements for medical 3D printing. Students will learn the critical aspects of ensuring the safety, efficacy, and reliability of 3D printed medical devices. Topics include quality management systems, validation and verification processes, risk management, and adherence to FDA and international regulations. The course also covers standards for materials and processes, documentation and reporting requirements. Through case studies and practical exercises, students will develop the skills necessary to implement and manage quality assurance practices in medical 3D printing, ensuring compliance with regulatory standards and promoting patient safety.

Semester hours: 3

DMI 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:

- DMI 393 - Vascular Interventional Externship
- DMI 417 - Vascular Interventional Radiography
- DMI 423 - Angiographic and Interventional Procedures

Co-requisites:

- DMI 393 - Vascular Interventional Externship
- DMI 417 - Vascular Interventional Radiography

Restrictions and Notes:

- When DMI 417 is taken concurrently with DMI 393 and DMI 470, failure of DMI 417 will result in automatic failure of DMI 393 and DMI 470.

DMI 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:

- DMI 395 - Cardiac-Interventional Externship
- DMI 419 - Cardiac-Interventional Radiography
- DMI 423 - Angiographic and Interventional Procedures

Co-requisites:

- DMI 395 - Cardiac-Interventional Externship
- DMI 419 - Cardiac-Interventional Radiography

Restrictions and Notes:

- When DMI 419 is taken concurrently with DMI 395 and DMI 471, failure of DMI 419 will result in automatic failure of DMI 395 and DMI 471.

DMI 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:

- DMI 384 - Pediatric Externship

Co-requisites:

- DMI 384 - Pediatric Externship

Restrictions and Notes:

- Students must be ARRT Certified and have a state license, as applicable, to complete an externship.

DMI 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:

- DMI 385 - CT Externship
- DMI 416 - Computed Tomography Protocols

Co-requisites:

- DMI 385 - CT Externship
- DMI 416 - Computed Tomography Protocols

Restrictions and Notes:

- When DMI 475 is taken concurrently with DMI 416 and DMI 385, failure of DMI 416 will result in automatic failure of DMI 385 and DMI 475.

DMI 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:

- DMI 386 - MRI Externship

Co-requisites:

- DMI 386 - MRI Externship

Restrictions and Notes:

- When DMI 476 is taken concurrently with DMI 429 and DMI 386, failure of DMI 429 will result in automatic failure of DMI 386 and DMI 476.

DMI 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:

- DMI 388 - Mammography Externship
- DMI 427 - Mammography

Co-requisites:

- DMI 388 - Mammography Externship
- DMI 427 - Mammography

Restrictions and Notes:

- When DMI 478 is taken concurrently with DMI 427 and DMI 388, failure of DMI 427 will result in automatic failure of DMI 388 and DMI 478.

DMI 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:

- DMI 391 - Bone Densitometry Externship

- DMI 432 - Bone Densitometry

Co-requisites:

- DMI 391 - Bone Densitometry Externship
- DMI 432 - Bone Densitometry

Restrictions and Notes:

- When DMI 481 is taken concurrently with DMI 432 and DMI 391, failure of DMI 432 will result in automatic failure of DMI 391 and DMI 481.

DMI 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

RAD 099 - Radiography Seminar

This is a zero-credit hour course offered to first year Radiography Program students in the fall semester. 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

RAD 100 - Radiography Seminar

This is a zero-credit hour course offered to first year Radiography Program students in the spring semester. 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

RAD 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

RAD 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

RAD 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:

- BIO 211 - Human Anatomy - Lecture and Lab

Co-requisites:

- BIO 211 - Human Anatomy - Lecture and Lab

RAD 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

RAD 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 RAD 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:

- RAD 120 - Radiographic Exposures I and Lab

RAD 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. Venipuncture, various contrast and other pharmacological agents utilized in the above exams will also be discussed.

Semester hours: 4

Prerequisites:

- BIO 213 - Human Physiology - Lecture and Lab
- RAD 110 - Radiographic Procedures I and Lab

Co-requisites:

- BIO 213 - Human Physiology - Lecture and Lab

RAD 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:

- RAD 110 - Radiographic Procedures I and Lab
- RAD 140 - Radiographic Procedures II and Lab

RAD 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

RAD 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

RAD 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

RAD 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

RAD 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:

- RAD 265 - Clinical Experience I

RAD 285 - Clinical Experience III

(Average of 30 hours clinical or equivalent experience per week for 12 weeks.) This course is a continuation of RAD 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 RAD 285.

Semester hours: 6

Prerequisites:

- RAD 265 - Clinical Experience I
- RAD 275 - Clinical Experience II

Professional Development

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Introduction

The Clarkson College Professional Development office is dedicated to assisting health care professionals in their pursuit of lifelong learning.

Professional Development encompasses a broad spectrum of programs and courses intended for adult learners. It involves developing an individual's knowledge, skills and attitudes to ensure that they can work confidently and effectively.

Learning activities may include non-degree career training, skill development for maintaining a specific career path and post-graduate continuing education. These activities are intended to build on the educational and experiential bases of individuals.

They are designed to enhance practice, education, administration, and further research or theory development with the goal of improving the health of the public.

The Professional Development office seeks to provide leadership to help establish and support the development of the following objectives:

- Sustaining learner attitudes on the value of lifelong learning.
- To provide College-sanctioned continuing education activities that meet accreditation standards established by sponsoring professional societies and organizations so as to contribute to the progress, maintenance and enhancement of competent practice.
- Design, implement, evaluate, direct and administer the Nurse 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 Professional Development will contribute to the refinement, enhancement and maintenance of competence in nursing practice, theory, research, administration and nursing education. It will be planned, implemented and evaluated according to perceived, observed and/or documented needs. It should support professional and personal growth, further the nursing profession and promote self-directed learning. It will provide opportunity for increasing competence, improving patient outcomes and assisting nursing professionals, in a variety of nursing settings to expand their professional expertise. Finally, it will be innovative, anticipating change in health care systems, technologies and society.

Continuing nursing education programs may include both theory and practice. Innovative practice, in accordance with established adult education principles, will be employed and learners will be encouraged to be actively involved in the learning process. Continuing nursing education will be planned to meet a variety of learning style needs, by providing stimulating, topical, informative and participatory learning experiences. Continuing nursing education will be delivered through convenient, affordable methods and systems to reduce barriers in attendance.

Clarkson College Professional Development is an approved provider of nursing continuing professional development by the Midwest Multistate Division, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

Programs Offered through Professional Development

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) Online + Lab

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 during the day, evening, and Saturdays. College credit is not provided for this course.

Prerequisites:

- Must be 16 years of age or older
- Ability to read, write, speak and understand English,
- 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 day, 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 Online Skills Review

The online skills review will provide you with an "at your own pace" study guide including a practice written exam, skills review packet and skills videos. This is to help you prepare for the Nurse Aide State Written & Skills Exams. This is a review; not all nurse aide course material is covered, nor is any guarantee given that participation will ensure passing the Nurse Aide State Exams.

MAC 105 Medication Aide (CMA 40 hour) Online + Lab (CMA)

This course meets state of Nebraska requirements for 40-hour training 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. College credit is not provided for this course.

Prerequisites:

- Must be able to read, write, speak and understand 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

Registrants 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 plus the mandatory competency assessment 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 Medication Aide State Written Exam. This exam is included in the course fee.

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 Online Skills Review

The online skills review will provide you with an "at your own pace" study guide including a practice written exam, skills review packet and skills videos. This is to help you prepare for the Medication Aide Competency Assessment. This is a review; not all medication aide course material is covered, nor is any guarantee given that participation will ensure passing the competency assessment.

MAC 111 Medication Aide Injectable

The Medication Aide Injectable Online + Lab Course prepares the student to provide an additional activity for routine medication administration. The additional activity is medication administered by an injectable route under the direct supervision of a licensed health care professional. This course provides online instruction and hands-on clinical skills practice related to the competencies set by the Medication Aide Training per the Nebraska Health Care Association.

All medication aides must be trained in basic competency areas and standards. The employer may select to train learners in the additional activities.

Online course is available for 1 week. While there are assignment deadlines, students may work at their own pace. One in-person lab will include hands-on instruction and a skills competency assessment of five skills.

MAC 104 Medication Aide State Written Exam

The Medication Aide State Written Exam is designed for NEW medication aide students to validate that an individual understands and can safely and accurately perform the skills required to function as a medication aide. The Clarkson College Medication Aide State Written Exam program is approved by the Nebraska Department of Health & Human Services and meets all requirements set for the State of Nebraska.

Anyone previously on the Nebraska Medication Aide registry will need the Medication Aide Competency Assessment, NOT the State Written Exam.

MAA 100 Medical Assistant with Electronic Health Records (EHR)

This program was designed to help you pass the Certified Medical Administrative Assistant (CMAA) and Certified Electronic Health Record Specialist (CEHRS) exams and qualify you to become a skilled medical office administrative assistant. You'll learn to keep the front desk running smoothly, manage appointments, communicate clearly with staff, and maintain patients' health records. This program includes 8 months of full access, but it's totally self-paced, so you have the flexibility to study as much or as little as your schedule allows.

MAE 100 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 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).

MLA 100 Medical Laboratory Assistant

Through the online Medical Laboratory Assistant training program, you'll build the skills and knowledge you need to start a successful, new, and rewarding career in the industry. Through self-paced courses and a hands-on externship over 12 months, you'll learn the fundamentals of being a lab assistant, from administrative and ethical considerations to clinical procedures. Your training will also help you prepare and sit for industry exams such as the Certified Phlebotomy Technician (CPT) and Certified Medical Laboratory Assistant (CMLA) in order to become a certified medical lab assistant.

PHL 100 Phlebotomy Technician

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, to become a Certified Phlebotomy Technician (CPT).

SPT 100 Sterile Processing Technician

The Sterile Processing Technician Training is designed to help you build a strong foundation in healthcare knowledge and skills, from an understanding of how HIPAA regulations apply to your work to standard sterile processing procedures. Your coursework will also help prepare you to sit for the Certified Registered Central Service Technician (CRCST) exam offered through the Healthcare Sterile Processing Association (HSPA) so you can become a certified sterile processing technician.

This program is meant to work with your schedule. Our online classes are self-paced, meaning you can learn on the timeline that works best for you. You'll have 8 months of full program access to complete your training.

BPT 100 Behavioral and Psychiatric Health Technician

Psychiatric Technicial training teaches the skills you need to provide direct services and support to patients who display patterns of disruptive behavior that requires

management and intervention. Our program is divided into 14 courses, which cover topics including HIPAA standards, pharmacology basics, career-readiness skills, and patient education. Learners have 12 months of access to complete their program. 10 hours of dedicated training each week is recommended. This training prepares learners to sit for both the Certified Electronic Health Records Specialist exam from the National Healthcareer Association and the American Association of Psychiatric Technicians Level 1 certification exam.

MHT 100 Mental Health Technician

The Mental Health Technician program provides a comprehensive overview of how mental health technicians treat patients coping with a variety of mental health issues like drug and alcohol addiction, physical abuse, depression, anxiety, etc. The program is divided into 14 courses, which cover a number of topics including suicide awareness, developmental influences, and various communication methods. Learners have 12 months of access to complete their program. 10 hours of dedicated training each week is recommended to complete. This training prepares learners to sit for both the Certified Electronic Health Records Specialist exam from the National Healthcareer Association and the American Association of Psychiatric Technicians Level 1 certification exam.

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 automated 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 who 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. A two-year American Heart Association (AHA) certification card is provided upon successful completion of this course.

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 at their sites (dependent upon instructor availability).

LS 102 Heartcode BLS Online and Testing

Individuals who have completed the Heartcode BLS online course can schedule a skills testing session through Clarkson College Professional Development Office. A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

LS 095 Heartsaver First Aid CPR AED Course

The Heartsaver First Aid CPR AED course provides the skills to effectively assess and maintain life from the critical minutes immediately following an emergency, until the arrival of emergency medical services personnel. The course also provides corporations with a complete health and safety training solution for first aid, CPR and AED use. A two-year American Heart Association (AHA) certification is provided upon successful completion of this 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.

A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

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 300 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. A two-year American Heart Association (AHA) certification is provided upon successful completion of this course.

Student Resources

Academic Advising

Each student at Clarkson College is assigned an enrollment and academic advisor. The advisor provides assistance with course selections, graduation requirements and program progression. Enrollment and academic 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 advisor each term. Advisors also encourage students to use their student success guide in Canvas and all resources online and on campus.

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. Chromebooks are NOT supported.

	Minimum	Recommended
Operating System	Operating system: Current/mainstream version of Windows 11 Home, Windows 11 Pro or Mac OS 13 Ventura (Windows 11S and Chrome OS are not supported.)	
CPU	Quad-core CPU or better	
RAM	8 GB	8 to 16 GB
Solid State Drive (SSD)	128 GB	256 GB or higher
Wireless	Dual Band with WiFi 4, 5, or 6 capability	

Internet Access	Broadband (Cable, DSL, etc.)	
Sound Card with Speakers	Any	Any
Microphone	Any	Any
Webcam	Any	720p or higher
Printer	Any	Any

Computer Software - Clarkson College **only** accepts documents in Microsoft Office compatible formats (.doc, .docx, .xls, .xlsx, ppt., .pptx)

Microsoft Office (Required) (Word Processor, Spreadsheet, Presentation)	Latest version of Microsoft Office (Free for Clarkson College students through Microsoft 365)
Database*	Microsoft Access (via Microsoft 365)
Internet Browser (Required)	Latest version of Chrome, Firefox, Safari, Edge (Chrome is the preferred web browser for Canvas)
Media Players (Required)	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 Microsoft 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

MyCC

MyCC allows you to register for courses, process schedule changes, view grades, view an unofficial transcript, and more. MyCC accounts are created for new students upon acceptance to the College and payment of the enrollment fee has been received. MyCC 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 Senate. If you would like to form a student organization, contact Student Senate at StudentSenate@clarksoncollege.edu.

- Honor Societies
- Student Senate
- Clarkson College Student Physical Therapist Assistant Association
- Radiography Student Association
- Student Nurse Association at Clarkson College
- Student Veterans of America

For a complete listing of all student groups and organizations, see Clarkson College Connect via Anthology Engage.

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.

*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 Senate

All active students are a member of Student Senate (STS) and the STS Board represents the student body as the “official” voice at Clarkson College. The main focus of the board is to serve as a communication link between students and the College leadership, faculty and staff. It provides opportunities for leadership development and work to improve the quality of student life. The STS office is located in the Student Center on the first floor. All student groups and organizations on campus must run through Student Senate. If you are interested in getting involved or learning more about this organization, email studentsenate@clarksoncollege.edu.

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 if you are interested in the Student Ambassador experience.

Clarkson College Student Physical Therapist Assistant Association

The Clarkson College Student Physical Therapist Assistant Association (CCSPTAA) is open to all students enrolled in the Physical Therapist Assistant Program. The purpose of CCSPTAA is to offer leadership opportunities and mentorship to promote a sense of community among all Physical Therapist Assistant (PTA) students in the program. The CCSPTAA promotes professional development of PTA students getting involved in professional and cpmmunity activities. The CCSPTAA promotes the

profession and program throughout the college and community with student activities, philanthropic events, fundraising activities. The function of CCSPTAA is to foster the spirit of cooperation and unity among students, faculty and administration to enable the students to prepare for worthy citizenship through self-expression of leadership.

Jessica Niemann
NiemannJessica@clarksoncollege.edu

Radiography Student Association

Radiography Student Association (RSA) is the pre-professional organization for students enrolled in the Radiography program 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
Andrea Kwiatkowski
KwiatkowskiAndrea@clarksoncollege.edu

Student Nurses Association (SNACC)

Student Nurses Association at Clarkson College (SNACC) is the professional organization for students enrolled in undergraduate nursing programs at Clarkson College.

Our mission is to create an environment that fosters the transformation of nursing students into skilled nursing professionals. We achieve this by offering guidance, support, and a variety of learning opportunities designed to promote confidence, safety, individuality, and professionalism in our future nurses.

SNACC is proudly recognized as a constituent of the National Student Nurses Association (NSNA). Membership dues for SNACC cover the costs of national, state (NSSNA), and local (SNACC) organization memberships. By joining SNACC, students gain the chance to contribute to the college, service the community, and invest in their personal and professional growth. This involvement not only enhaces their educational experiences but also adds significant value to their resumes upon graduation.

Join SNACC to engage with peers, build your professional network, and prepare for a successful career in nursing.

Becky Allen
Allen@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.*

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 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.

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

Clarkson College - Veteran Services
101 South 42 Street, Omaha, NE 68131
PH 402.552.2746 FX 402.552.6165
studentaccountsreps@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 availble on campus for student use. Interactive technologies in labs and classrooms also provide unique learning opportunities for students.

Writing Lab

The Writing Lab assists Clarkson College students with all levels of writing. Both online and on-campus students receive assistance from writing consultants who provide direction at every stage of the writing process, including beginning a paper, writing a thesis, organizing ideas, using APA style, or simply getting feedback from a second pair of eyes.

Sessions occur either online or in person in the Writing Lab on campus. Writing Lab appointments last approximately 45 minutes with students as full participants in their writing processes and autonomous authors of their writing; consultants provide constructive feedback and suggestions for how to revise.

Following each appointment, consultants ask students' permission to send a comment sheetclient report form to their instructor discussing the appointment. In addition, faculty can refer students to the Writing Lab using our online referral form on the Writing Lab's website. The Writing Lab's website also contains helpful handouts and recorded webinars on writing tips and APA style.

For additional information or 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.

Wellness

Wellness is essential to a healthy and happy life. Whether you are a new or graduate student; just starting your career; or an employee: Clarkson College recognizes the importance of your wellbeing. We recognize seven dimensions of wellness. Each dimension of wellness is interrelated with others and each is equally vital in the pursuite of optimum health.

College is a demanding time with the challenges of school, work, family and social life. Now is the perfect time to establish wellness practices that will benefit you thorughout your career and life. This guide can help you maintain your mental and physical health now and in the future.

Emotional Wellness: Coping effectively with life and creating satisfying relationships.

Environmental Wellness: Good health through pleasant environments that support well being.

Financial Wellness: Satisfaction with curent and future financial situations.

Intellectual Wellness: Identifying ways to expand knowledge, abilities and skills.

Occupational Wellness: Personal satisfaction and enrichment from one's work.

Physical Wellness: Recognizing the need for physical activity, proper nutrition, and sleep.

Social Wellness: Developing a sense of connection, community, belonging and a support system.

Spritual Wellness: Expanding our sense of purpose and meaning in life.

Please visit Wellness | Clarkson College to find more information on resources and learn more about the eight dimensions of wellness.

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. There is an on-campus orientation held for undergraduate students in on-campus programs. An online orientation is held for all graduate students and undergraduate students in online programs.

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 (on campus and online) in achieving their academic, professional and personal goals during their time at Clarkson College. The Success Center is available to all students. The Success Center operates under the philosophy that students, regardless of previous success, can and should become better learners.

Services provided include learning individual and personalized academic success sessions, tutoring, Supplemental Instruction (SI), the Writing Lab, NetTutor, as well as career planning and job exploration. All services are offered to students at no cost. There are options for students to meet in person or virtually.

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.

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 visiting https://www.clarksoncollege.edu/student-life/campus-services/student-success/counseling-services/.

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.

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).

Additional information about the Testing Center, including hours of operation, rules and regulations, and how to schedule exams and quizzes is available on the College website. To contact the Testing Center, email testingcenter@clarksoncollege.edu or call 402.552.3034.

Financial Information

Financial Aid & Scholarships

Student Financial Aid Office
101 South 42 Street Omaha, NE 68131-2739
PH 402.552.2749 **FAX 402.552.6165**
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 funding that is available from state, institutional and private sources to assist students with expenses incurred during their career as a student in higher education. The student and/or their family will be required to cover out of pocket charges that exceed the amount of federal financial aid for which the student is eligible.

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@studentaid.gov) 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 their Clarkson College email an official award notification, a financial aid package consisting of one or more types of assistance. The student may accept or decline 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 eligible for federal student loans
- 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 MyCC (accessed through the Clarkson College website). MyCC 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 Financial Aid office will send the student notifications to the student's Clarkson College email of subsequent and revised awards.

MyCC allows the student to view, accept or decline awards and to receive specific information and complete any additional requirements associated with the awards. The student must accept financial aid award offers through MyCC 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 for paying the outstanding balance by the tuition payment due date.

Enrollment Status Requirements for Financial Aid Purposes

To receive most financial aid awards, including a student loan, the student must be enrolled at least half-time. Some financial aid awards are prorated based on a student's enrollment status.

Undergraduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	12 or more per semester
Three-quarter time	Fall, spring and summer	9-11 per semester
Half-time	Fall, spring and summer	6-8 per semester

Graduate Students

Enrollment Status	Semesters	Credit Hours
Full-time	Fall, spring and summer	6 or more per semester
Half-time	Fall, spring and summer	3-5 per semester

Repayment of Financial Aid

When a student withdraws from all Clarkson College courses and the student received financial aid, he or she may be required to return/repay a certain percentage of federal financial aid that was or could have been disbursed. The amount of repayment required is based on formulas mandated by the Federal government. Federal funds that may have to be returned, in order of their required return, are unsubsidized Federal Direct Loans, subsidized Federal Direct Loans, Federal PLUS Loans, Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (FSEOG).

Students must realize this policy may result in the student owing a balance to Clarkson College and/or to the federal government.

Satisfactory Academic Progress (SAP)

Clarkson College has established a Satisfactory Academic Progress (SAP) policy in accordance with federal financial aid regulations. These regulations require that students maintain Satisfactory Academic Progress in their degree program in order to receive federal financial assistance. The purpose of these regulations is to ensure that limited federal financial assistance is disbursed only to those students who are meeting the academic standards.

The following standards apply to students in both undergraduate and graduate programs and to continuing and former students. All students must meet the academic standards before federal assistance is certified and disbursed to the student. Federal financial aid regulations state that all periods of enrollment count when assessing progress, regardless of whether or not aid was received.

Timing and Frequency of SAP Calculation

SAP for financial aid recipients will be calculated after each term of attendance once grades have been verified by the Registrar’s office.

Standards

As required by federal financial aid regulations, the Clarkson College SAP policy has three standards by which a student’s cumulative academic record must be measured.

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 Point Average 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 must be included with an appeal. The appeal must explain why the student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation.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 email 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. There is no limit on the number of times an otherwise eligible student can receive aid for repeating a course that was not successfully repeated; however, a student can receive Title IV aid for repeating a course they successfully completed only once. If a passed course is repeated more than once, it cannot be counted as credits used to determine enrollment status for Title IV financial aid purposes and it cannot be paid with Title IV funds.

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.

Notification

Once SAP is calculated after the end of each semester, students placed on Warning or Suspension will be notified of their status by a notice sent to his or her 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 FAFSA information reported by Federal Student Aid. A FWS award is not a guarantee of employment. 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 is determined by FAFSA information reported by Federal Student Aid. Several factors are used in the calculation of a student's loan award, including the student's grade level, cost of attendance, enrollment status, student aid index (SAI) 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 after census day of the first semester and the second will occur after census day 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. The graduate aggregate limit includes all federal loans received for undergraduate study.
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.
A student's grade level is determined by the student's current academic status at Clarkson College.

- Freshman: up to 30 semester hours
- Sophomore: 31-59 semester hours
- Junior/Senior: 60+ semester hours

Source:Subsidized and Unsubsidized Loans | Federal Student Aid

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 begins 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. 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 begins 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 the annual loan limits set by HRSA at the beginning of each new academic year. The maximum lifetime amount a student can borrow from the Federal Nursing Student Loan Program is $26,928.

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 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.

Scholarships are awarded each year to students who demonstrate qualities such as—but not limited to—outstanding academic achievement, leadership involvement, and financial need. Scholarship applications are accepted February 1 – March 1 and must be emailed to the Financial Aid & Scholarship Office at financialaid@clarksoncollege.edu prior to the deadline.

Scholarships include:

- New student scholarships
  - the Commitment to Excellence Scholarship
  - the Gateway to Success Scholarship
  - the Presidential Scholarship
- Returning student (Endowed) scholarships - 20 options, dependent on program and scholarship criteria
- Partnership scholarships
- External scholarships
- and Other scholarship resources

The first step to be considered for a scholarship is to be admitted to Clarkson College. We encourage you to apply for admission early to meet the scholarship application deadline.

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 Resident Advisor and Ambassador programs.

Resident Advisor

A Resident Advisor (RA) is a Clarkson College student leader who is knowledge-able about the resources, services and activities available to students residing in on-campus housing. RAs live in the Clarkson College Residence Hall and have the primary responsibility of facilitating the development of a community atmosphere. RAs are awarded a housing scholarship from the residential management corporation.

Student Ambassador

Clarkson College Student Ambassadors are students selected to assist the 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.

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.

Student to Nurse (S2RN) Sponsorship Program in Pediatrics

At Children's Nebraska, 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 2025–Summer 2026 Academic Year

Tuition	Cost
Undergraduate Courses	$691/ credit hour
Graduate Courses: MSN & MHA Nurse Anesthesia DNP & Ed.D.	$762 / credit hour $1133 / credit hour $998 / credit hour
Nursing Workforce Educational Rate: RN to BSN and RN to MSN Undergraduate Nursing Courses	$345 / credit hour

Course & Lab Fee Schedule	Cost
General Education: Lab Supplies Fee (all General Education labs)	$40 / lab
Biology and Chemistry Lab Supplies Fee	$50 / lab

Course & Lab Fee Schedule	Cost
(BIO 110L, BOI 111L, BIO 210L, BIO 211L, BIO 213L, CHM 110L,#CHM 150L, CHM 151L, CHM 240L, CHM 241L,#CHM 250L)	
Physics Lab Supplies Fee (PHY 200L, PHY 205L)	$40 / lab
Recitation Fee (BIO 110.RS, BIO 111.RS, BIO 210.RS, BIO 211.RS, BIO 213.RS, CHM 110.RS)	$50 / class
PTA Lab Supplies Fee (105L, 110L, 115L, 122L, 215L, 230L, 235L)	$30 / lab
PTA APTA Membership (PTA 106, PTA 213)	$105 / student
PTA CC Polo (PTA 106)	$45 / each
PTA Board Prep Resources Fee (PTA 213)	$150 / each
PTA Lab Videos (PTA 105, PTA105.OE)	$169 / student
PTA 105.HY01 – lab starter kit	$99 / student
PTA Recitation fee (PTA 105.RSOE, 105.RS (All RS sections))	$50 / student
PTA Capstone fee (PTA 475)	$75 / each
PTA Capstone fee (PTA 246)	$35 / each
MI Externships (DMI 385/475, DMI386/476, DMI388/478, DMI395/470, DMI393/470, DMI391/481, DMI449/450)	$75 / class
MI Printing Supplies (DMI 457)	$150 / student
MI Printing Supplies & Software	$150 / student

Course & Lab Fee Schedule	Cost
(DMI 461)	
RT Lab Fee (RAD 105L, RAD 110L, RAD 120L, RAD 125L, RAD 140L)	$30 / lab
RT Markers (RAD 140)	$22 / student
RT NSRT Dues (RAD 104, RAD 265)	$20 / class
RT Trajecsystem (RAD 265, clinical tracking)	$100 / student
RT NRST Conference (RAD 275)	$90 / student
RT RadReview Easy (RAD 110L)	$60 / student
RT Rad Tech Boot Camp (RAD 262)	$220 / student
RT One (1) Scrub set Top & Bottom and Lab Jacket (RAD 105L)	$100 / student
RT Recitation fee (RAD 262, RAD 120, RAD 125)	$50 / class
BSN Lab Fee (NRS 126, NRS 234, NRS 255, NRS 333, NRS 335, NRS 459)	$30 / class
Nursing - ATI Testing Fee - (NRS 125, NRS 233, NRS 254, NRS 332, NRS 334, NRS 355, NRS 458, NRS 467)	$415-$667 / class
Nursing - Iowa Sing – (NRS 126, NRS 355)	$15 / class
MyCE Clinical Onboarding - (NRS 333)	$40 / student
MSN: Typhon Only	$100 / student
MSN: Graduate Weekend and Typhon (NRS 830)	$290 / student
MSN: HESI Pre Cert for Nurse Practitioners	$100 / student

Course & Lab Fee Schedule	Cost
(NRS 852, NRS 854, NRS 860)	
CRNA - National Online Board Review Course (ANA 872)	$650 / student
CRNA - Clinical Administration Fee (ANA 951, ANA 952, ANA 953, ANA 954)	$300 / student
CRNA Lab Fee – ANA 872L, ANA 873L	$100 / each

Additional Fees & Charges	Cost
Advanced Placement Exam Fee	Varies by exam
Graduate Application Fee	$150 / each
Health & Safety Fees/Certified Profile	Paid directly by student*
Change of Registration Fee	$25 / each
Enrollment Fee (first-time students)	$150 / each
New Enrollment Fee (CRNA students)	$1200 / each
Late Payment Fee (charge per month, max of 4 per semester)	$35 / each
Late Registration Fee	$50 / each
Life Learning Evaluation Fee	50% of tuition
Transcripts (all students)	$10 / each
Interprofessional education – IPE Course Fee IPE 301	$140 / student
IDI cultural assessment fee	$45 / student

* The student fees for health and safety will be the responsibility of the student per specific program requirements. Estimated expense per student is $11-100. Additional fees may vary based on the student's choice of immunizations and insurance coverage plan provider.

Miscellaneous	Cost
Payment Plan Service Charge	$35 / semester
Returned Check Fee	$35 / each

Miscellaneous	Cost
Nebraska Medicine Parking Fee	Contact Parking Services at 402.559.8580
Residence Hall Rate	See Housing Costs & Contracts

Out of Pocket Expenses

Nurse Anesthesia	Cost
Research Fee	Cost varies
National Certification Exam	$995 / 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
HIM 368 Virtual lab subscription (bookstore) or HIM 333 - AHIMA VLAB Medical Coder	$195 / student $75 / student
HCA 798 ACHE Membership (optional)	$75 / student
HIM/HCA – EHRGO Subscriptions (bookstore)	$45-285/subscription type

Physical Therapist Assistant	Cost
PTA Board Exam	$800 / student

Radiography	Cost
RAD 265 Clinical Uniforms	$150 / student
RAD 285 AART Certification	$220 / student

Bachelor of Science in Nursing	Cost
RN NCLEX Exam (BSN)	$200 / exam
RN Licensure (state of Nebraska)	$123 / student
NRS 126 – Nursing uniform, pen light, stethoscope, protective equipment	$230-360 / student

All Programs	Cost
Castlebranch (account, background check and drug screen)	Vary per program $8-$170 / 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
studentaccountsreps@clarksoncollege.edu

- Student Account Payments
- Tuition Billing Statements
- Installment Payment Plan
- Tuition Refund Policy
- Student Account Credit Balance
- Tuition Assistance
- Founding Partner's verification paperwork
- COPPER Nebraska Medicine Employee Tuition Reimbursement
- Community Partner's verification paperwork

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).

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 MyCC (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 MyCC. 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 MyCC 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 and 6-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 third business day of the session. Fees are non-refundable after the third business day of the session. A change of registration fee will be assessed to the student's account beginning the fourth 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 or 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 MyCC 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 the FERPA consent form/process 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.

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.

Upcoming Academic Year Tuition & Fees

There are two components to your student account: tuition and fees. All students are charged fees for services and access/maintenance of technology. Students may be charged additional fees for enrollment in certain courses or labs where additional instructional expenses are incurred.

You may have additional out-of-pocket expenses to complete you degree, for example, board examinations. These are paid by the student directly and will not show in MyCC. Contact our Student Accounts office if you have questions.

Tuition and fees are established annually and are subject to change without notice. Students are responsible for all applicable tuition and fees associated with their enrollment.

Tuition Rates 2026-27

Category	Cost
Nursing Workforce Educational Rate: RN to BSN Undergraduate Nursing Courses	$345 per credit hour
Undergraduate Courses	$691 per credit hour
Graduate Courses – MSN & MHA	$785 per credit hour
Doctoral Courses – DNP & Ed.D.	$1,028 per credit hour
Nurse Anesthesia	$1,212 per credit hour

Program Fees

Program fees are assessed each semester over the duration of the program. These fees cover costs such as laboratory usage, exam preparation, recitation, and related services, and replace individual per-course fees. Students enrolled in multiple programs will be charged only one program fee based on their primary academic program.

Program	Fee
Bachelor of Science in Nursing	$590 per semester
Community Health	$50 per semester
Doctor of Nursing Practice	$100 per semester
DNP – Nurse Anesthesia	$300 per semester
Ed.D. – Education and Leadership	$0 per semester
General Studies	$200 per semester
Healthcare Business & Health Information Management	$0 per semester
Master of Healthcare Administration	$0 per semester
Master of Science in Nursing	$0 per semester
Medical Imaging	$50 per semester
Physical Therapist Assistant (Bachelor’s Program)	$0 per semester
Physical Therapist Assistant (Traditional & Transfer)	$225 per semester
Pre-Health	$200 per semester
Psychology	$50 per semester

Program	Fee
Radiography	$250 per semester
RN to BSN	$200 per semester

Institutional Fees

The following fees apply to students as indicated and are not specific to individual programs unless otherwise noted.

Fee	Cost
Technology Fee – Undergraduate	$350 per student per semester
Technology Fee – Graduate	$175 per student per semester
Enrollment Fee (First-Time Students)	$150 each
Enrollment Fee – Nurse Anesthesia Program	$1,500 each
Graduation Application Fee	$150 each
Payment Plan Service Charge	$40 per student
Late Payment Fee	$35 each
Late Registration Fee	$50 each
Transcript Requests	$11 per request

Course-Specific Fees

Course	Cost
HCC 230 – Immersive Journey Course	$600 per student

Housing and Related Fees

Item	Cost
Residence Hall (Single Occupancy)	$4,050 per semester
Residence Hall Deposit	$150 per student
Parking (Nebraska Medicine Campus)	Contact Parking Services at 402.559.8580

Estimated Additional Program Costs

(Not billed by Clarkson College)

Certain programs require additional expenses such as certification exams, professional licensure, background checks, and specialized materials. These are also frequently referred to as "out-of-pocket expenses." These costs are paid directly by the student.

Program	Expense	Estimated Cost
Bachelor of Science in Nursing		
	NCLEX Exam	$200
	Fingerprinting (Nebraska)	$55
	Nebraska Licensure	$123
	Uniforms and Equipment	Approximately $250
Community Health		
	Verified Credentials	$158
Health Information Management		
	AHIMA VLAB Medical Coder	$75
	EHRGO Subscriptions	$53–$203
	Verified Credentials	$158
Master of Science in Nursing		
	AANP Certification	$315
	ANCC Certification	$395
	ANCC Certification (HCA)	$395
	CNE Certification (Nebraska only)	$500
Medical Imaging		
	Verified Credentials	$158
Nurse Anesthesia		
	National Certification Exam	$1,310
Physical Therapist Assistant		
	Board Exam	$800
Radiography		
	ARRT Certification	$225

Program	Expense	Estimated Cost
Psychology		
	Verified Credentials	$158

Background checks, drug screenings, and alcohol screenings are required for certain programs. Estimated costs range from $9 to $340 depending on location and program requirements.

Policy Statement

All tuition, fees, policies, and programs are subject to change. Notice of changes will be communicated to students, faculty, and staff.

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